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ABSTRACT

Oregon is embarking on a new approach to secondary education, and this marketing curriculum guide was prepared to assist curriculum specialists in developing high school, entry-level employment programs. Developed in consultation with representatives of industry and education, the guide makes extensive use of the cluster concept, manpower data, the Dictionary of Occupational Titles, behavioral objectives, and suggested learning activities. Included with the marketing cluster curriculum and the occupational speciality courses are instructional specifications for 18 areas in table format, among which are topics on (1) salesmanship, (2) product technology, (3) market research, (4) record keeping, (5) merchandise mathematics, and (6) job seeking. Information on facilities and equipment, a sample questionnaire on marketing tasks, and a bibliography make up the appendixes. (JS)

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MARKETING

OCCUPATIONAL CLUSTER GUID

OREGON BOARD
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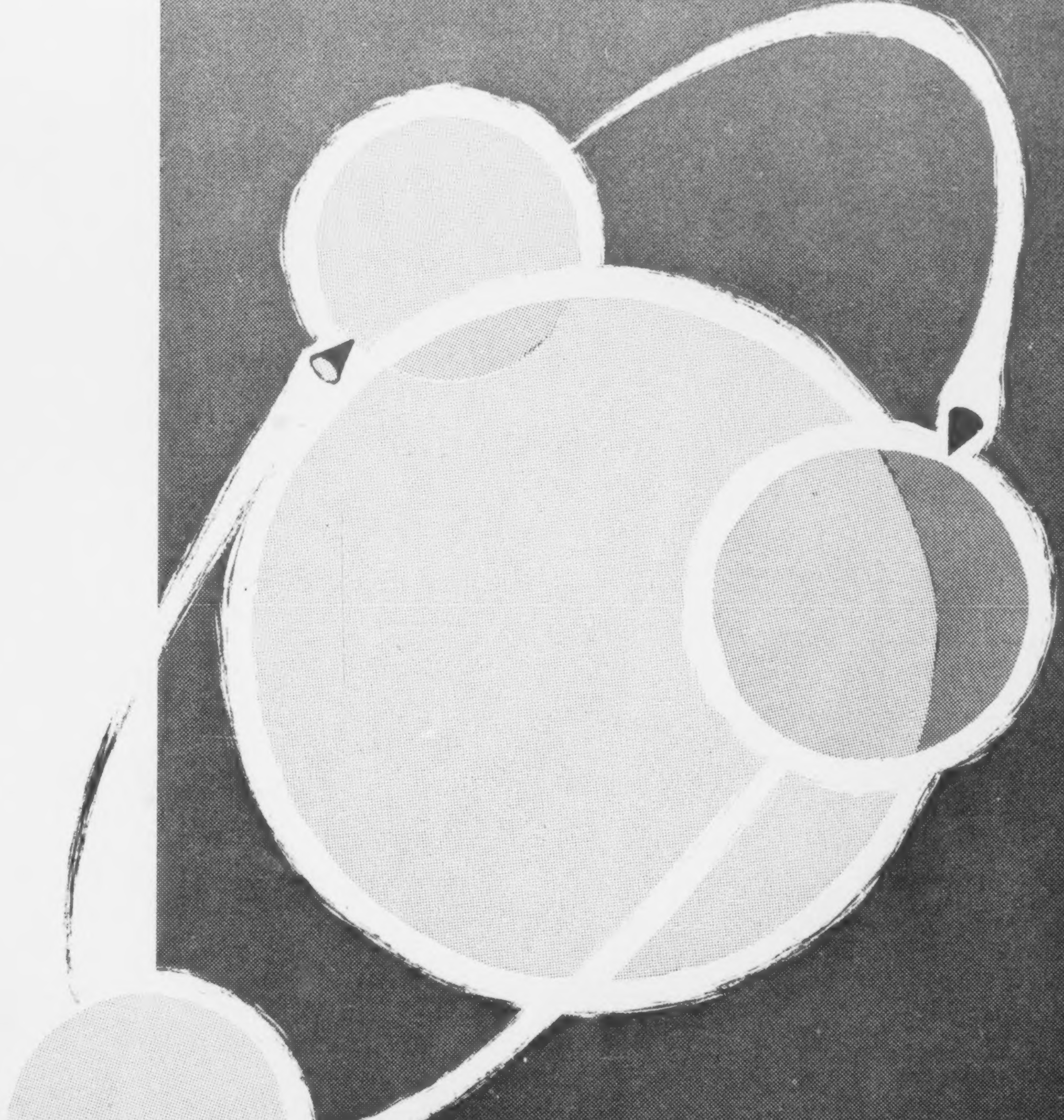

DALE PARNELL SUPERINTENDENT OF PUBLIC INSTRUCTION

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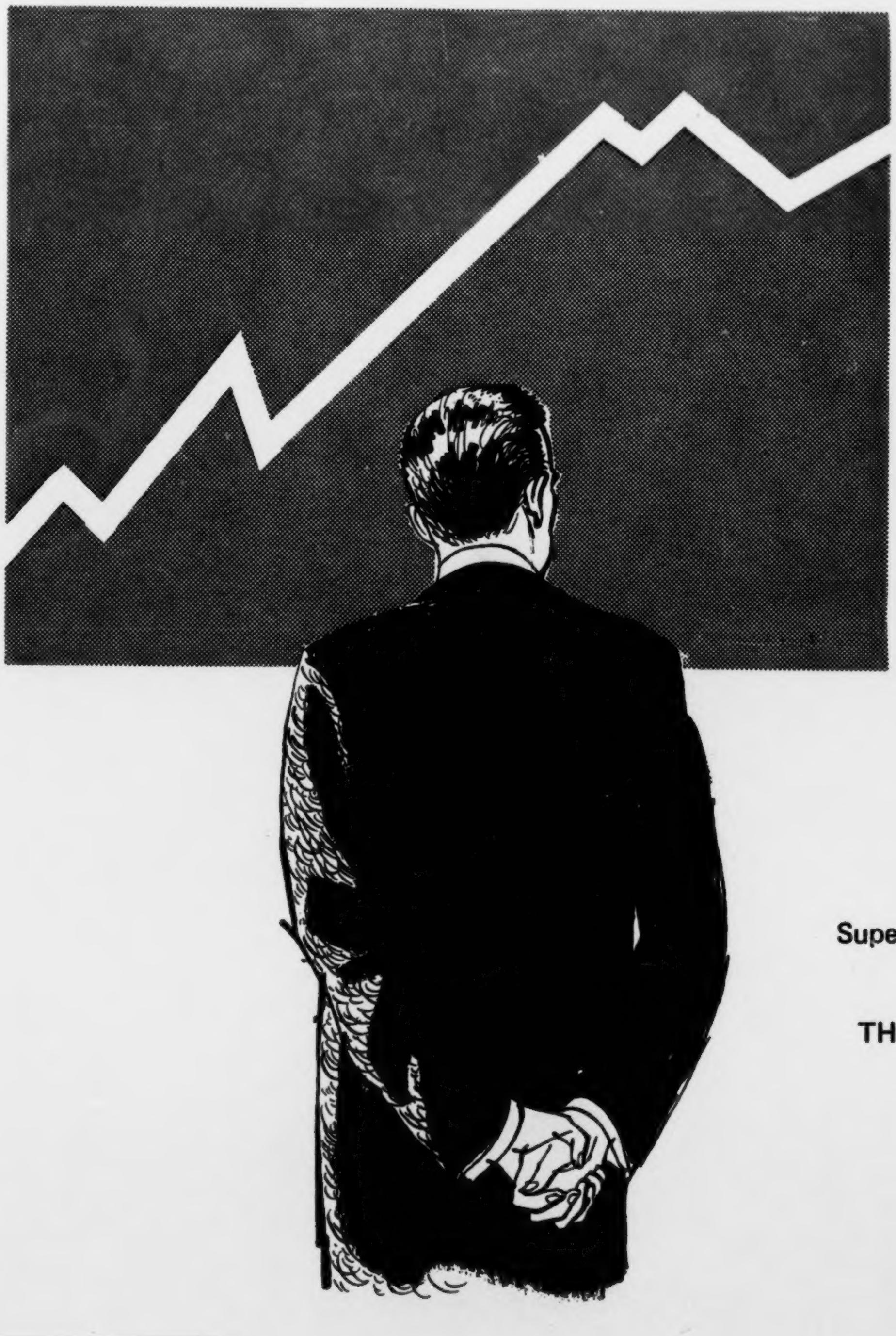
CURRICULUM GUIDE for MARKETING



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February
1970

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PREFACE

Preparation for Career Entry

THE OREGON WAY

Oregon is embarking on a new approach to secondary education that will affect general as well as vocational programs. We are calling this new approach "The Oregon Way" and it is based upon two assumptions:

(1) Secondary schools should be preparatory institutions for *all* students, not just those headed for college. (For years we have been telling students, "If you want to go to college, you must do this, and this, and this.") We need to do the same thing for students who are not going to be able to attend a four-year college.

(2) A "preparatory" program ties the curriculum to the lives of students in such a way that they are better equipped to choose their future goals and better equipped to take the next step (different for every student) in each of several concurrent "careers" they will need to pursue upon leaving high school.

The career cluster program will require five major changes in our school systems:

(1) *High schools must make a definite commitment to move to career cluster tracks from the present tracking system which uses such terms as "advanced - college prep," "terminal - general," or "remedial - basic."* Rather than relating his program to a college prep or terminal track, the high school student would relate most of his high school experiences to one of the eighteen career cluster tracks. The long and short of it is that we would replace the present counseling and student program emphasis on academic ability with emphasis upon real life goals.

(2) *It will be necessary to give "general education" a massive infusion of illustrations from the world of work.* The vast majority of students in our schools need to have academic subject matter related to what concerns them in real life. Teachers at all levels must plow up their subject area fields and "sow" them with relevant materials. They must bring into the teaching process examples of how the concepts and symbols and language of their particular disciplines can be used in everyday life, and more particularly in a career.

(3) *High school curriculums will need to be rebuilt around the career cluster or family of occupations concept,* so that students may select a career cluster at the beginning of their high school experience and then tie a majority of their high school experiences into this cluster. This will not involve so much a change in facilities or curriculum as it will a change in guidance and counseling patterns and a change in the way a curriculum is outlined. What we are really calling for here is a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of the secondary school.

(4) *Specific training for those thousands of occupations that do not require a bachelor's degree for job entry should be the responsibility of community colleges, apprenticeship programs, on-the-job training, or proprietary schools.* If a student goes through a good career cluster program in high school, he should be prepared for an entry-level job, but more likely, he will be prepared for specialized post-secondary education and training. We are urging community colleges and high schools to cooperate in planning an articulated educational program that will enable all students to achieve their

career goals. Community colleges and high schools should cooperate in the planning of joint use of facilities, guidance and counseling programs, advance placement opportunities, and when feasible, instructional staff.

(5) *Every school and community college must build highly integrated and greatly strengthened guidance and counseling programs.* Elementary school guidance must be slanted toward spotting problems and developing approaches and solutions to the problems of primary grade children–toward prevention rather than remedial action later on. Secondary guidance and counseling should be oriented toward helping students set goals and lifestyles. Heavy emphasis must be placed on services for the normal student, rather than limiting services to those required by the problem students. At present, guidance and counseling in many public schools is a fire-fighting operation, rather than a service which reaches the majority of students who do not have highly deviant behavior patterns.

Students at the high school level should not be expected to set specific goals, rather they should choose a broad field of interest, and the guidance and counseling process should be so structured that if a student wants to change even the broad area in which he is studying, he can do so with a minimum amount of frustration.

We have made at least seven *specific assumptions* concerning the actual development of career cluster curriculums at the senior high school level.

(1) Occupational skill classes require a minimum enrollment of 15-18 students in order to be operationally efficient and economical.

(2) Selection of a broad career goal will take place at approximately the end of the eighth grade or beginning of the ninth grade for all students. Student schedules will differ even within career goals due to differing desires and abilities.

(3) Eighteen clusters or families of occupations, can be developed that will offer the necessary minimum skills and knowledge for further training or minimal entry employment. A minimal program of occupational education for any high school should consist of at least *seven* of the clusters.

(4) Most *specific* career education courses and labs are identified for the 11th and 12th grades, requiring a minimum of 10 hours per week to provide intensive and extensive instruction necessary for any effective entry occupational performance, and of course, this is in addition to regular state or local general education requirements. However, it is urged that even the general education experiences be related to the career cluster goal.

(5) A well-developed guidance and counseling program, particularly for the middle grades 7–8–9 is essential to the success of this program.

(6) Exploratory experiences will be provided in the middle grades, allowing students to develop a basic understanding of the various families of careers.

(7) Basic to all of this is solid student performance in the fundamental skills of communication and computation.

(8) Supervised work experience is a vital part of the cluster curriculums.

DR. DALE PARNELL
Superintendent of
Public Instruction

ACKNOWLEDGEMENTS

Industry and education have worked together over the past five years to develop this guide. Industrial representatives, special consultants, secondary school administrators, and teachers participated in analysis studies, committee work sessions, and individual reviews of all phases of its development.

Development of the guide was aided significantly by many resource materials in the field of distributive education including, especially those developed by the University of Texas, the State Departments of Education in Florida, Virginia, and Ohio, and national studies originated by the U.S. Office of Education. Acknowledgement is given also to the Bureau of Advertising of the American Newspaper Publishers Association and the National Cash Register Company.

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The gathering and correlation of information, including development of behavioral outcomes for this guide, were done by Mr. Walter V. Karlson, Marketing Instructor, South Salem High School.

Grateful recognition is also given to the members of the advisory committee whose contributions were invaluable.

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INTRODUCTION

If high schools are going to meet the needs of *all* students, educational programs, especially those for grades 11 and 12, must include opportunities for students to develop entry-level skills for a broad "family" of occupations so that they have several options for employment when they leave high school.

Believing this, the Oregon Board of Education staff has analyzed the basic elements of hundreds of jobs with similar characteristics and grouped them into occupational clusters with similar entry-level requirements. From the resulting list of job clusters, the staff, in cooperation with the Division of Employment and Statistics in the Department of Labor, selected clusters which seemed to encompass all existing job opportunities in Oregon.

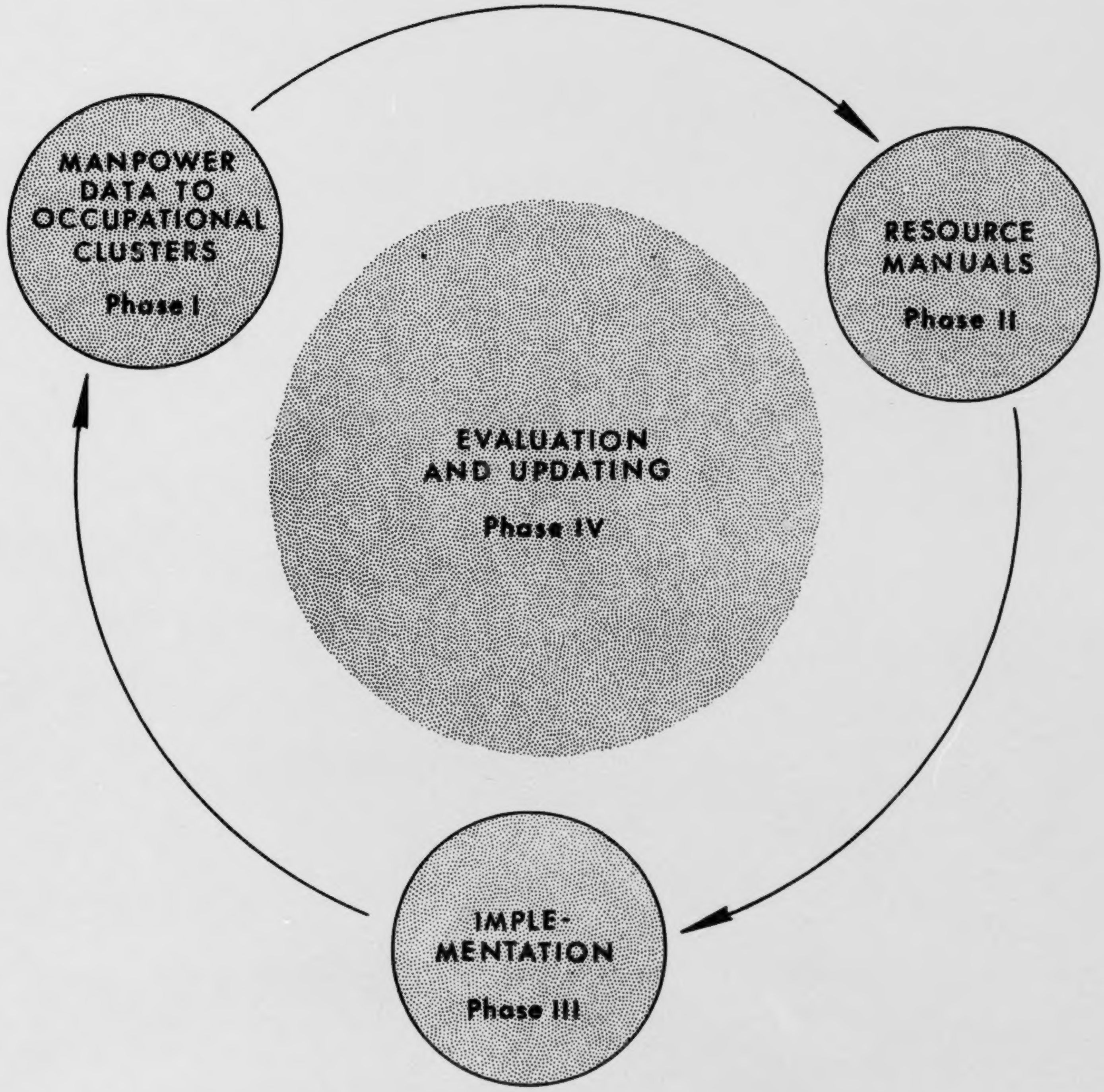
To help high schools develop cluster programs and appropriate occupational experiences for students, curriculum guides have been written for each of the clusters selected. This particular guide outlines the basic skills and knowledge necessary for entry-level competencies in the broad field of marketing, or for entrance into an apprenticeship, post-high school, or university program.

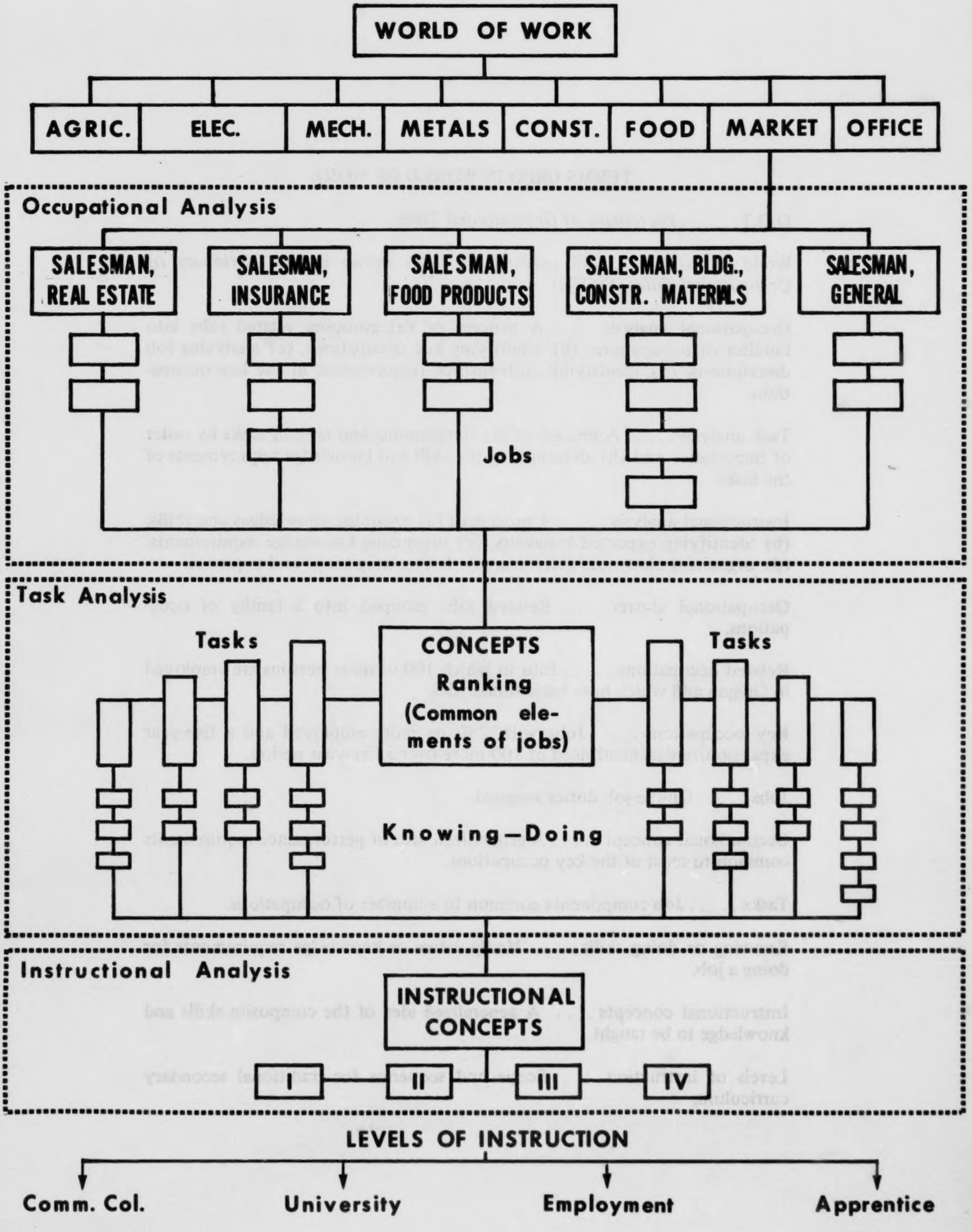
We have used a continuum concept and an analytical approach in developing the cluster guides* which should assure that they will be kept up to date in relation to current industrial trends and practices. The guides are built around the premise that teachers in our high schools and employers in business and industry will participate in a continuous evaluation and updating process so that obsolescence in occupational education programs can be minimized.

LEONARD KUNZMAN
Director
Career Education

*See charts pages 2 and 3.

OCCUPATIONAL CLUSTER CONTINUUM


MANPOWER DATA TO OCCUPATIONAL CLUSTERS
Phase I
RESOURCE MANUALS
Phase II
EVALUATION AND UPDATING
Phase IV
IMPLEMENTATION
Phase III


WORLD OF WORK
AGRIC.
ELEC.
MECH.
METALS
CONST.
FOOD
MARKET
OFFICE
Occupational Analysis
SALESMAN, REAL ESTATE
SALESMAN, INSURANCE
SALESMAN, FOOD PRODUCTS
SALESMAN, BLDG., CONSTR. MATERIALS
SALESMAN, GENERAL
Jobs
Task Analysis
Tasks
CONCEPTS Ranking (Common elements of jobs)
Tasks
Knowing—Doing
Instructional Analysis
INSTRUCTIONAL CONCEPTS
I
II
III
IV
LEVELS OF INSTRUCTION
Comm. Col.
University
Employment
Apprentice

TERMS USED IN WORLD OF WORK

D.O.T. . . . . . *Dictionary of Occupational Titles.*

World of work . . . . . All existing job titles shown in the *Dictionary of Occupational Titles* (D.O.T.).

Occupational analysis . . . . . A process of (a) grouping related jobs into families of occupations, (b) identifying key occupations, (c) analyzing job descriptions, (d) identifying performance requirements in the key occupations.

Task analysis . . . . . A process of (a) determining and ranking tasks by order of importance and (b) determining the skill and knowledge requirements of the tasks.

Instructional analysis . . . . . A process of (a) grouping knowledges and skills, (b) identifying expected behaviors, (c) organizing knowledge requirements, (d) organizing classroom activities, (e) determining scope and sequence.

Occupational cluster . . . . . Related jobs grouped into a family of occupations.

Related occupations . . . . . Jobs in which 100 or more persons are employed in Oregon and which have basic similarities.

Key occupations . . . . . Jobs with 250 or more employed and a five-year expansion/replacement need of 100 more over a five-year period.

Jobs . . . . . On-the-job duties assigned.

Occupational concept . . . . . A generalized idea of performance requirements common to most of the key occupations.

Tasks . . . . . Job components common to a number of occupations.

Knowing or doing skills . . . . . Manipulative or knowledge requirements for doing a job.

Instructional concepts . . . . . A generalized idea of the composite skills and knowledge to be taught.

Levels of instruction . . . . . Scope and sequence for traditional secondary curriculum.

OCCUPATIONAL AND INSTRUCTIONAL DATA

United States Department of Labor statistics show that the largest number of workers in the nation are found in retail and wholesale businesses. Distributive occupations, especially in retailing, continue to provide entry employment opportunities for those qualifying at diverse levels of job competency. Oregon's replacement and expansion needs in the marketing occupations will number in the thousands during the next ten years. To meet these occupational needs with trained personnel would require nearly ten times the current number of students enrolled in distributive education programs in Oregon.

The Career Marketing Cluster Curriculum is designed to guide teachers in preparing students for entry into one of a broad family of occupations. Initially, many separate occupations were analyzed to determine the representative knowing and doing skills. This large number of occupations was reduced through recommendations of advisory committees and specialists to six key occupations which are considered to be representative of marketing occupations. The key occupations analyzed include:

1. Salesman-driver
2. Real estate salesman
3. Insurance salesman
4. Food products salesman
5. Building and construction equipment and supplies salesman
6. General salesman

Although the specific analysis procedure was centered around the key occupations, considerable attention was devoted to twelve basic marketing occupations (See Appendix A) and other related occupations during the development of this guide. The advisory committee concurs with national studies which indicate that the knowledge and skills required for immediate employment in the key occupations were such that high school graduates, in all probability, would need additional education beyond the secondary school level.

The task analysis and verification studies of 12 basic marketing occupations are included in the appendix of this guide as an aid to teacher coordinators in developing course content and providing guidance to students wishing to pursue careers in the broad area of marketing. The 12 basic jobs cover a broad range of necessary skills and knowledge needed for employment in intermediate or more specialized occupations.

Dictionary of Occupational Titles job descriptions of the key occupations are included in this section, along with Oregon manpower data covering a sampling of marketing occupations. An analysis of tasks that are common to the key occupations and an analysis of the time devoted to each major category of activities is included so that teachers can plan course content according to the particular needs of the student.

D.O.T. Code 292.358
Job Title: Salesman - Driver (any ind.)

1. Drives truck over established route
2. Sells products
3. Renders services
4. Displays products
5. Calls on prospective customers; solicits new business
6. Informs customers of new products or services
7. May write orders
8. May stack display merchandise on shelves
9. May set up sales displays
10. May collect or pick up containers or rejected merchandise
11. May make collections

D.O.T. Code 250.358
Job Title: Salesman, Real Estate

1. Rents property for clients
2. Buys property for clients
3. Sells property for clients
4. Reviews trade journals to keep informed on property values and marketing conditions
5. Interviews prospective clients
6. Accompanies prospects to property sites
7. Quotes prices and terms
8. Draws up real estate contracts
9. Negotiates loans on property

D.O.T. Code 262.358
Job Title: Salesman - Food Products

1. Sells food products
2. Calls on customers
3. Demonstrates items
4. Tells credit terms
5. Estimates or quotes prices
6. Prepares forms and sales contracts
7. Prepares reports of business transactions
8. Keeps expense accounts
9. May set up displays
10. May collect payments
11. May install equipment
12. May instruct buyer in care of equipment

D.O.T. Code 250.258
Job Title: Salesman - Insurance

1. Sells insurance
2. Makes recommendations as to amount and type
3. Analyzes prospect's circumstances (needs)
4. Compiles lists of prospective clients
5. Contacts prospects
6. Explains features of policies offered
7. Calculates rates, using rate books
8. May collect premiums
9. Keeps records of payments
10. May work independently
11. May sell casualty, fire, life, or marine insurance or other

D.O.T. Code 276.358
Job Title: Salesman - Building and Construction Equipment and Supplies

1. Sells building materials, equipment, and supplies
2. Calls on customers
3. Demonstrates items
4. Tells credit terms
5. Estimates or quotes prices
6. Prepares forms and sales contracts
7. Prepares reports of business transactions
8. Keeps expense accounts
9. May set up displays
10. May collect payments
11. May install equipment
12. May instruct buyer in use of equipment

D.O.T. Code 289.358
Job Title: Salesman, General
(Retail trade; wholesale trade)

1. Sells merchandise
2. Develops merchandise
3. Shows catalogs
4. Describes selling points of merchandise, such as economy, durability, and appearance
5. Calls on customers (in person, by phone, sales floor)
6. Demonstrates articles, emphasizing salable features
7. Estimates or quotes prices
8. Tells credit terms
9. Estimates or quotes trade-in allowances
10. Prepares forms and sales contracts
11. Prepares reports of business transactions
12. Keeps expense accounts
13. May set up window displays and posters
14. May collect payments
15. May install equipment (commercial, industrial, or household)
16. May instruct buyer in use of equipment

OREGON MANPOWER DATA*
MARKETING OCCUPATIONS

*Department of Labor and
Statistics Skill Survey

D.O.T. No.	Key Occupations for Analysis Process	Pres. Empl.	Proj. Empl.	D.O.T. No.	Key Occupations 250 Employed 100 Expansion and Replacement	Pres. Empl.	Proj. Empl.	D.O.T. No.	Related Occupations 100 or more employed	Pres. Empl.	Proj. Empl.
				290.478	Sales Clerk	6204	1305	289.358	Salesman General Merchandise	132	25
				290.887	Produce Clerk	1077	243	289.358	Salesman House-to-House	137	61
289.358	Salesman General	1509	499					289.358	Salesman Publications	207	141
				289.358	Salesperson Parts	1038	285	289.358	Salesperson Books	338	80
				290.887	Salesperson Food	1077	234				
								250.258	Life Insurance Underwriter	106	18
250.258	Salesman Insurance	1436	873								
				169.188	Underwriter	672	315	298.081	Display Man	197	42
292.358	Salesman-Driver	1302	3490					142.051	Interior Designer & Decorator	151	17
				162.158	Purchasing Agent	893	217				
								142.081	Floral Designer	228	60
				263.358	Salesperson Shoe	799	356				
250.358	Salesman Real Estate	733	1419					293.358	Solicitor	161	87
								293.358	Telephone Solicitor	144	95
				186.168	Bank Cashier	296	119				
								297.458	Demonstrator	150	40
								278.358	Salesman Household Equipment	208	39
								278.358	Salesperson T.V. & Appliances	148	49
								620.281	Automobile-Repair Service-Salesman		

D.O.T. No.	Key Occupations for Analysis Process	Pres. Empl.	Proj. Empl.	D.O.T. No.	Key Occupations 250 Employed 100 Expansion and Replacement	Pres. Empl.	Proj. Empl.	D.O.T. No.	Related Occupations 100 or more employed	Pres. Empl.	Proj. Empl.
				263.458	Salesperson Women's Garments	1366	178	186.168	Manager Apt. House	427	56
								186.168	Manager Ins. Office	270	55
								186.168	Operations Officer	137	55
				280.458	Salesman Automobile Accessories	438	140				
								263.458	Salesperson - Infants' & Children's Wear	150	100
				274.358	Salesperson Furniture	320	111	263.458	Salesperson - Men's & Boys' Clothing	502	69
				274.358	Salesman Household Furnishings	245	103	263.458	Salesperson - Yard Goods	436	33
262.358	Salesman Food Products	1370	586					280.358	Salesman Automobile	172	30
								280.358	Salesman Motor Vehicles & Supplies	239	36
				281.358	Salesman Office Machines	558	235				
								274.358	Salesman Floor Covering	162	9
				292.358	Contribution Solicitor	4004	642				
								274.358	Salesman Household Furnishings	245	103
276.358	Salesman Building & Construction Equip. & Supplies	1385	421					274.358	Salesman Grain & Feed Products	105	16
				276.358	Salesman Hardware Supplies	689	194				
				276.358	Salesperson General Hardware	657	109	266.358	Salesman Chemicals & Drugs	166	17
								252.358	Salesman Business Services	218	77
								267.358	Salesman Fuel	127	22
								251.250	Salesman Securities	397	90
								276.358	Salesman Construction Machinery	188	41

D.O.T. No.	Key Occupations for Analysis Process	Pres. Empl.	Proj. Empl.	D.O.T. No.	Key Occupations 250 Employed 100 Expansion and Replacement	Pres. Empl.	Proj. Empl.	D.O.T. No.	Related Occupations 100 or more employed	Pres. Empl.	Proj. Empl.
								277.358	Salesman Farm & Garden Equip. & Supplies	160	49
								277.358	Salesperson Lawn & Garden Equip. & Supplies	196	55

SYNTHESIS OF TASK ANALYSIS

INSTRUCTIONAL CODE	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7
COMPOSITE OBJECTIVES	SALESMANSHIP	PRODUCT TECHNOLOGY	SALES PROMOTION	MARKET RESEARCH AND ANALYSIS	HUMAN RELATIONS	STOCK CONTROL	FINANCE	RECORD KEEPING
TIME SPENT ON-THE-JOB	60%	10%	10%	7%	5%	5%	2%	1%
KEY OCCUPATIONS								
SALESMAN, DRIVER	X	X	X	X	X	X	X	X
SALESMAN, REAL ESTATE	X	X	X	X	X	X	X	X
SALESMAN, INSURANCE	X	X	X	X	X	X	X	X
SALESMAN, FOOD PRODUCTS	X	X	X	X	X	X	X	X
SALESMAN, BUILDING CONSTRUCTION EQUIPMENT AND SUPPLIES	X	X	X	X	X	X	X	X
SALESMAN, GENERAL	X	X	X	X	X	X	X	X

TASK ANALYSIS FOR DETERMINING COURSE CONTENT

ON-THE-JOB TASKS	INSTRUCTIONAL CODE	SALESMAN, DRIVER	SALESMAN, REAL ESTATE	SALESMAN, INSURANCE	SALESMAN, FOOD PRODUCTS	SALESMAN, BLDG. CONSTR. EQUIP. & SUPPLIES	SALESMAN, GENERAL
SELLS PRODUCTS	1.0, 1.4, 1.9, 2.0	X	X	X	X	X	X
CONTACTS PROSPECTIVE CUSTOMERS	1.0, 1.4	X	X	X	X	X	X
KNOWS SPECIFIC DETAILED CHARACTERISTICS OF PRODUCTS	1.1, 2.3	X	X	X	X	X	X
ADVERTISES PRODUCTS	1.2	X	X	X	X	X	X
COLLECTS PAYMENTS	1.6, 1.7, 2.0	X	X	X	X	X	X
ESTIMATES OR QUOTES PRICES	1.6, 1.8	X	X	X	X	X	X
PREPARES EXPENSE ACCOUNTS	1.7	X	X	X	X	X	X
PREPARES FORMS	1.5, 1.6, 1.7	X	X	X	X	X	X
STUDIES MARKET CONDITIONS	1.3	X	X	X	X	X	X
KNOWS CREDIT TERMS	1.6	X	X	X	X	X	X
PREPARES REPORTS	1.7	X	X	X	X	X	X
DISPLAYS PRODUCTS	1.2	X	X		X	X	X
STOCKS SHELVES	1.2, 1.5	X			X		

SUPPLEMENTAL INSTRUCTIONAL
CODE IDENTIFICATION
PROVIDED BY
ADVISORY COMMITTEE

1.8	MERCHANDISE MATHEMATICS
1.9	COMMUNICATIONS - WRITTEN AND ORAL
2.0	CASH REGISTER TECHNIQUES
2.1	MANAGEMENT FUNCTIONS
2.2	BUSINESS ORGANIZATION
2.3	BUYING FUNDAMENTALS
2.4	CREATIVE JOB SEEKING TECHNIQUES

CLUSTER CURRICULUM

The objectives, suggested curriculum plan, and other material included in this section are designed to provide teacher-coordinators with "educational specifications" for relatively specific knowledge and skills that will qualify students for entry-level employment in the marketing occupations.

The basic knowledge and skills are contained in four occupational specialty courses:

Marketing I, Basic
Marketing II, Basic
Marketing III, Career
Marketing IV, Career

It is not intended that the content presented in this section be followed precisely in the sequence indicated. The teacher-coordinator may want to organize the specifications to suit his particular situation, students, class, and community.

The teacher-coordinator is encouraged to use the data in Marketing III and IV to qualify students for more advanced, specific, and individualized instruction, or to accomplish some degree of specialization in specific marketing areas.

The objectives are summarized in this section, also.

A comprehensive marketing program should encompass:

> **Occupational exploratory experiences in grades 7 through 10.** These experiences can be important to students in developing career goals and plans. Courses in general business, typewriting, SUTOE (Self Understanding Through Occupational Exploration), industrial arts, or home economics will provide valuable experiences for students if suited to their needs.
>
> **Occupational Guidance.** Helping students to learn more about themselves and providing help in understanding the importance of occupational choice are basic components of a career education program.

Occupational specialty courses in grades 11 and 12. These courses should be allocated a segment of time approximating two periods per day or ten hours per week. This amount of time is minimal for the study and experience required to achieve curriculum objectives.

Allied supporting elective courses in grades 11 and 12. Students should be able to choose supplemental learning experiences which will enhance their particular interests and abilities and help them achieve their occupational objectives. A list of allied supporting elective courses can be found on page 27. Some of these suggested supporting courses are regularly offered in many secondary schools. Others may be developed to meet local needs. The list is not intended to be restrictive, but rather suggestive of the kinds of courses which would supplement the basic marketing cluster curriculum.

Cooperative work experience. Opportunities for the student to apply classroom learning in the world of business and industry is the primary objective of cooperative work experience. In the successful marketing program, on-the-job experience should be an integral part of the curriculum. In all cases, the work the student does should be related directly to the curriculum, should be supervised and evaluated by the teacher-coordinator and the training sponsor (employer). This cooperative work experience may make up a portion of the required time blocks noted in this section. There is no requirement to limit cooperative work experience to the second year of the two-year career marketing program, although for most students, this may be desirable. Cooperative work experience is often referred to as "The Cooperative Method."

Projects. The Project Method in distributive education is centered around individually-designed learning activities coordinated with classroom instruction and related to a student's occupational objective. The term refers to any significant practical unit of learning that has a behavioral objective or objectives. Projects are the laboratory learning experiences similar to on-the-job training. Projects provide a series of job-related experiences which attempt to carry the student, without benefit of regularly-scheduled cooperative employment, to his occupational objectives. The use of the Project Method may be in lieu of cooperative work experience in situations where community resources are such that it is not feasible to provide suitable training stations for all students. In some cases, individual students may best be served by the Project Method.

Co-curricular activities of the Distributive Education Clubs of America (Oregon Association of DECA). Distributive Education Clubs of America are recognized as an integral and co-curricular part of the distribution education program. Consequently, these youth activities are considered essential in the Career Occupation Cluster Curriculum. The purposes of DECA are to promote vocational understanding, civic consciousness, and social leadership. Club chapter activities at the local, state, regional, and national levels are directly related to the behavioral needs for employment in distributive occupations.

OBJECTIVES

The broad objectives of the basic marketing program (Marketing I & II) are:

1. To prepare high school students for entry-level employment in a basic distributive occupation.
2. To qualify persons attending secondary schools for enrollment in a more advanced study of marketing, such as a career development (Marketing III & IV) or a marketing specialist program.

The broad objectives of the career development (Marketing III & IV) program are:

1. To prepare high school students for employment in intermediate marketing occupations requiring advanced study and technical skills.
2. To qualify students enrolled in a career development program for more specific and individualized instruction through a specialist marketing program.

The broad objectives of the specialist marketing program are:

1. To prepare students for specialization in specific marketing functions.
2. To prepare students for decision-making responsibilities related to their specialized area.
3. To provide qualified students with the technical knowledge and the practical experience necessary to achieve a sub-professional level of competency in their area of specialization.

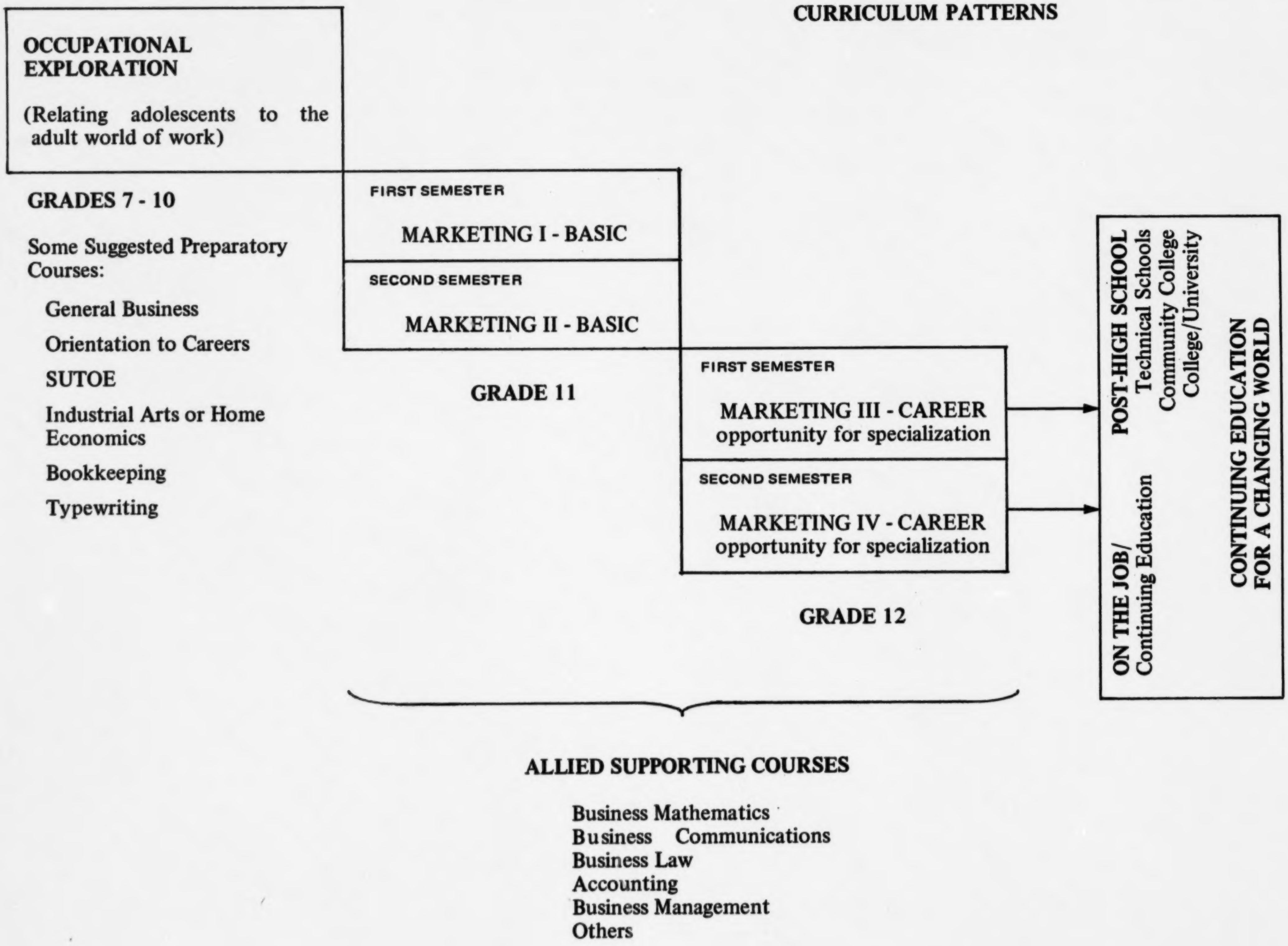
MARKETING CENTERED CURRICULUM
A SUGGESTED CURRICULUM PLAN

7TH AND 8TH GRADES	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
1. Social Studies	1. Communication Skills	1. Communication Skills	1. Communication Skills	1. Communication Skills
2. Language Arts	2. Mathematics	2. Mathematics or Business Mathematics	2. U.S. History	2. Modern Problems
3. Math	3. Health and Physical Education	3. Health and Physical Education	3. Physical Education	3. Bus. Law, Acctng., Econ., Bus. Mngmt., Data Proc., Others
4. Health and Physical Education	4. Science	4. Science	*ALLIED SUPPORTING ELECTIVE	*ALLIED SUPPORTING ELECTIVE
5. Science, General Music	5. (EXPLORATORY)	5. (EXPLORATORY)	MARKETING I	MARKETING III
6. Arts, Homemaking, INDUSTRIAL ARTS	Industrial Arts, Orientation to Careers, SUTOE, Home Economics, Bookkeeping-Accounting, Typewriting, or other exploratory courses or programs.		MARKETING II	MARKETING IV

⧄	Occupational Specialty Courses
▨	Curriculum Electives
☐	Required Courses

*NOTE: See page 25 for a complete listing of suggested Allied Supporting Courses.

CURRICULUM PATTERNS



OCCUPATIONAL EXPLORATION

(Relating adolescents to the adult world of work)

GRADES 7 - 10

Some Suggested Preparatory Courses:

- General Business
- Orientation to Careers
- SUTOE
- Industrial Arts or Home Economics
- Bookkeeping
- Typewriting

FIRST SEMESTER

MARKETING I - BASIC

SECOND SEMESTER

MARKETING II - BASIC

GRADE 11

FIRST SEMESTER

MARKETING III - CAREER
opportunity for specialization

SECOND SEMESTER

MARKETING IV - CAREER
opportunity for specialization

GRADE 12

POST-HIGH SCHOOL
Technical Schools
Community College
College/University

ON THE JOB/
Continuing Education

CONTINUING EDUCATION FOR A CHANGING WORLD

ALLIED SUPPORTING COURSES

- Business Mathematics
- Business Communications
- Business Law
- Accounting
- Business Management
- Others

OCCUPATIONAL SPECIALTY COURSES

These course descriptions should serve as guidelines for the classroom teacher. For the convenience of the teacher-coordinator, the courses have been arranged in a logical sequence beginning with the first semester, junior year. However, each district is encouraged to organize the content of this guide in a manner best suited to its needs and requirements.

COURSE DESCRIPTIONS

Marketing I - Basic

A course which introduces the student to the study of marketing with emphasis on salesmanship including an understanding of personality, buying motives, human relations, mathematics as applied to merchandising, written and oral communications, cash register techniques, and product technology.

Marketing II - Basic

A course in marketing sales promotion activities including advertising and display; management functions including stock control; finance involving credit and collections; and record-keeping.

*Marketing III - Career

A course consisting of more advanced study and application of sales principles and concepts related to selling situations and market research involving gathering and interpretation of data.

*Marketing IV - Career

A course designed to develop skill in more advanced aspects of advertising such as preparing layouts and copy writing in relation to a merchandising plan. Management functions, business organization, and buying fundamentals are included also.

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*Opportunities for self-study by students in areas of specialized interests may be incorporated into Marketing III and IV.

SUGGESTED SPECIALIZED MARKETING CAREER DEVELOPMENT OPTIONS

I. Insurance

  A. Accounting I and II
  B. Introduction to Insurance
  C. Business Machines and Data Processing

II. Real Estate

  A. Introductory Real Estate
  B. Interior Decorating I
  C. Basic Architectural Drawing and Planning I

III. Construction, Automotive, and Machine Sales

  A. Merchandise (non-textiles) I
  B. Basic Architectural Drawing
  C. Finished Wood Materials
  D. Automotive and Machine Shop

IV. Clothing and Home Furnishings Sales

  A. Merchandise (Textiles I and Non-Textiles II)
  B. Finished Wood Materials
  C. Interior Decorating
  D. Basic Architectural Drawing and Planning

V. Advertising

  A. Commercial Art Lab
  B. Advertising Lab
  C. Merchandise (Textiles I and Non-Textiles II)

SUGGESTED ALLIED SUPPORTING COURSES

The following pages offer suggestions and recommendations for students entering or enrolled in the Marketing cluster curriculum.

Oregon's secondary schools already offer many of the courses mentioned. In some cases, however, allied supporting courses may need to be developed to meet an individual district's needs. The aim is to provide the individual student with a relevant secondary educational program to insure that he possesses minimum entry-level employment skills.

Secondary school personnel should be concerned that students can perform adequately on initial jobs and progress into the many developing jobs in business and industry. Within this frame of reference, the concept of allied supporting courses should be a flexible one. Courses need not remain constant.

Many of these allied supporting courses have been developed as a result of past research in distributive education by Oregon Board of Education staff and advisory committees.

Finally, the list of allied supporting courses is not meant to be restrictive. Instead it is meant to be suggestive of the kinds of courses to be considered as complementary to basic specialty courses in the marketing curriculum.

COURSE DESCRIPTIONS

Advertising Laboratory

Develops an understanding of the various principles, methods, and practices used in advertising through all media. In addition, specific instruction is provided to develop skill in writing advertising copy (descriptive, narrative, expository, etc.).

Basic Architectural Drawing and Planning

Places emphasis on teaching the basic skills and terminology needed to draw and plan commercial structures–interior layout, building exteriors, and store fronts.

Basic Mechanics

Explores the basic principles of engines and fuels, electricity, and safety factors.

Accounting I

To insure that students will readily grasp accounting concepts, a systems approach is used throughout. This systems approach traces the flow of data in a continuous sequence from its origin to its ultimate use. The systems approach includes the steps of the complete accounting cycle; systems for handling cash receipts, cash payments, purchases, and sales; systems for handling payroll, notes, depreciation, bad debts, accruals, and deferrals; the combination journal and journalless and ledgerless bookkeeping; and the four basic techniques of processing business data–manual, mechanical, punch-card, and electronic.

Accounting II

A second-year high school accounting program that offers a review of the accounting cycle in addition to analysis of financial statements, business data processing, cash control, payroll procedures, purchases and sales control, controlling payments through a voucher system, controlling notes receivable and notes payable, accounting for fixed assets, the accrual basis of accounting, business ownership, inventory control, accounting for special types of sales, and cost accounting.

Business Communication

Includes a complete review of grammar and is presented in direct application to business functions. Good sentence structure and logical arrangement of letters and other communications used in business comprise the core of this subject. Letter-writing makes up the major portion of activity, both in class and out-of-class assignments. The many types of business letters–application, inquiry, sales, good will, and credit and collection–provide the background for meaningful application of effective written communication. Spelling, punctuation, and business vocabulary are emphasized in this course along with the basic speaking skill which includes phonation, articulation, pronunciation, the art of listening, planning a talk, giving a talk, and other spoken communications.

Business Law

The emphasis in this course is on the application of legal and ethical aspects of law and practice to business situations. Various forms of contracts and negotiable instruments are presented, along with sales, bailments, partnerships, corporations, insurance, and other legal matters pertaining to business.

Business Machines

Provides training on the various machines used in today's business office. Essential equipment includes the 10-key adding-listing machines, bookkeeping machines, printing and rotary calculators, and various makes of duplicating equipment. A high degree of efficiency is essential for the person entering occupations requiring the use of office machines.

Business Management

Business organization and management deals with ownership and organization for management. The course content includes the principles of business management, marketing and merchandising management, financial management, internal financial management and government regulation of business.

Business Math

Includes instruction in dealing with fractions, decimals, cash records, markups and markdowns, payroll calculations, aliquot parts, percentages, and simple interest. Business mathematics should take precedence over algebra and other forms of higher mathematics in the business curriculum.

Commercial Art

Designed to develop techniques for preparing layout and art work in advertising, including use of various layout styles and types of layout and use of original art and stock art or mats.

Data Processing

Introduces the student to modern methods of sorting, filing, and retrieving information through the use of electronic and automatic equipment. Knowledge of the uses of computers and methods of programming in business is necessary for a career in any of the office occupations.

Employment Lab

This phase of the marketing program provides school credit for actual part-time occupational experiences. Student trainees are paid the prevailing wage rate by the employer.

Finished Wood Materials

Instructs the student in the development and use of wood products as they apply to furniture, paneling, flooring, decorative accessories, fixtures and construction, luggage, sporting equipment, boats, display signs and stands, packaging, airplanes, toys, and musical instruments. Special attention is given to the physical properties of hardwoods such as workability, hardness, density, porosity, elasticity, flexibility and bending strength, resonance and tonal qualities, shock-resistance, favorable strength-weight ratios, stiffness, ability to hold paint and finishes or take a polish, insulating properties, stability, vibration-resistance, weight, size, abrasion-resistance, and durability.

Insurance

An introductory course that provides a basic understanding of the nature of risk and risk bearing. The course covers such units as insurance contracts, types of insurance and government regulation of insurance.

Interior Decorating I

Introduces the student to the basics of decorating, such as color, light, design, style, and fashion involving all aspects of furnishings, including room models, problems in planning the living area, planning individual rooms, and the use of decorative accessories.

Merchandise–Textiles, Non-Textiles

A thorough coverage of textile information, such as textile fibers, fabric construction, fabric finishes and fabric identification provides a comprehensive study of non-textiles in such areas as wearing apparel and accessories, home furnishings and hardware, and automotive products.

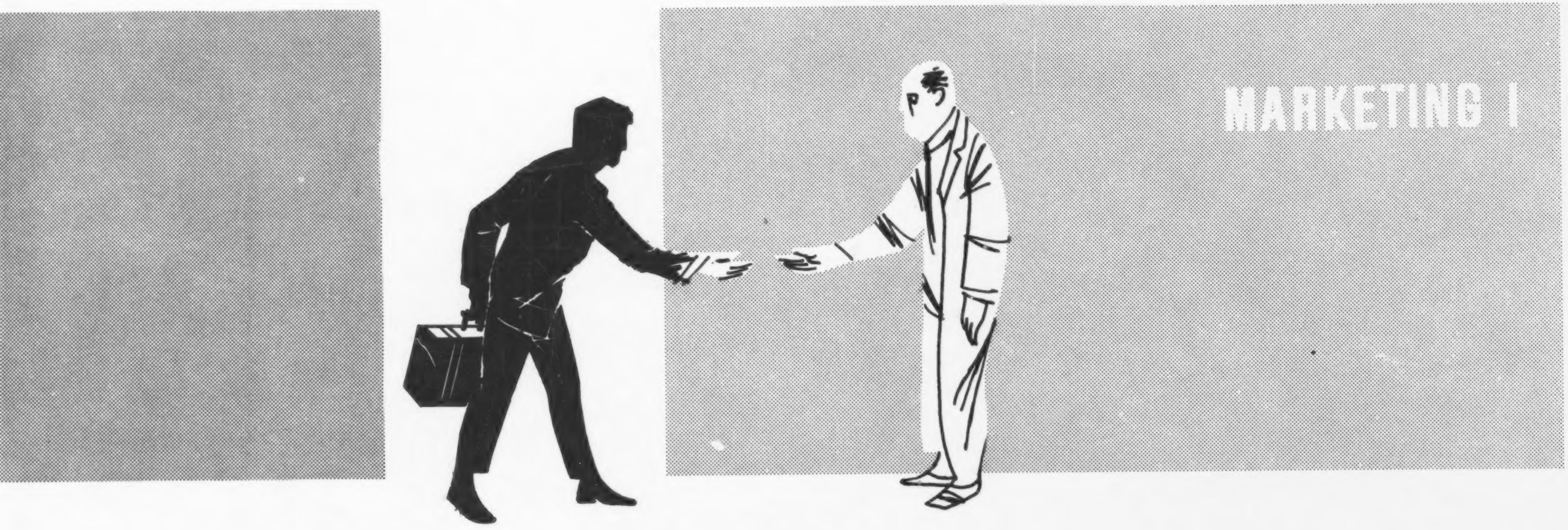
Creative Job-Seeking Techniques

Provides the basic knowledge needed by all students before entering the world of work. The student is provided with experiences that should be of value to him regardless of his vocational choice. Pre-employment includes practical economics as it affects and is affected by government, business and industry, unions, jobs, and the worker, self-analysis, personality development, personal data, job qualifications, job application, interview, job security and advancement, careers and opportunities.

Real Estate

An introductory course covering contracts, ownership, financing, and careers in real estate.

SALESMANSHIP - BASIC



MARKETING I

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
The personal qualities and characteristics that are important in Marketing Occupations:		
1. Courtesy and consideration	Demonstrate courteous and considerate behavior and explain their importance. Recognize discourteous traits and behavior which would lose sales.	Use case problems. Have students observe or interview salespersons. Use role playing to demonstrate favorable and unfavorable traits and qualities.
2. Cheerfulness and cooperativeness	Practice cheerfulness and understand customers like to do business with cheerful and cooperative salespersons. Demonstrate cooperative attitude toward superiors, customers, and fellow employees.	Observe and analyze selling situations in trading area.
3. Sincerity	Explain why exaggeration or deception are negative qualities; sincerity is positive. Explain that people will continue to buy from salespersons they feel are sincere.	

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
4. Liking for people	Accept customers as individuals.	
5. Tact	Deal with difficult situations without offending.	
6. Enthusiasm	Display products with enthusiasm. Approach a job enthusiastically. Explain why enthusiasm will gain attention and help sell products.	
7. Genuine interest	Use techniques for discovering interests of other people including: 1. Maintaining pleasant attitude 2. Remembering names 3. Listening effectively 4. Discussing subjects of interest to others 5. Avoiding arguments 6. Saying "thank you" 7. Smiling	

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
8. Honesty	Explain that customers rely on the accuracy of statements.	
	Relate the importance of product knowledge to meeting customer needs.	
9. Poise and self-control	Control emotions under pressing circumstances.	
How to cope with various types of customers and prospects.	Deal with customers who may be: 1. Nervous 2. Dependent 3. Disagreeable 4. Impatient 5. Friendly 6. Silent 7. Talkative 8. Deliberate 9. Undecided	Use analyses of real situations involving salesperson-customer relationships. Use role-playing to practice outward traits of calmness, patience, helpfulness, candidness, knowledge, and brevity in communicating with customers.
Desirable personal qualities of beginning employees: 1. Alertness	Act in an alert manner.	

MARKETING I - BASIC
Salesmanship - Basic
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
2. Sales sense	Organize selling facts so they can be understood (logic).	
3. Imagination	Use imaginative ideas in selling a product or service. Visualize how product will benefit or serve.	
4. Good memory	Remember names and data.	Apply memory guides including: 1. Concentration 2. Association 3. Practice 4. Selectivity 5. Being interested
How to develop a sales personality.	Explain that personality can be changed. Recognize the need for self-improvement. Recognize his own strengths and weaknesses. Outline a systematic plan for self-improvement.	Develop and use a self-rating sheet.

MARKETING I - BASIC
Salesmanship - Basic
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
The importance of personal appearance: 1. Grooming 2. Cleanliness 3. Dress 4. Posture	Explain why appearance reflects negative or positive attitudes.	Use grooming charts, films, and other aids.

MARKETING I - BASIC
Salesmanship - Basic
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Emotional buying motives: 1. Health 2. Romance 3. Popularity 4. Companionship 5. Pleasure 6. Security 7. Pride of ownership 8. Social approval 9. Brand preference	Identify, through discussion with customer, his reasons for buying.	Analyze advertisements in newspapers and magazines to select and classify the emotional, rational, product, and patronage buying motives.
Rational buying motives: 1. Efficiency 2. Economy 3. Durability 4. Time-saving potential 5. Ease of repair 6. Ease of installation 7. Simplicity of instruction 8. Adaptability 9. Brand preference	Apply sales presentations which appeal to customer's reason and judgment. Recognize reasons people prefer certain products.	Plan discussion sessions devoted to analysis of products and services. Research buying preferences in stores. Review brand preference studies.

MARKETING I - BASIC
Salesmanship - Basic
Instructional Code 1.0

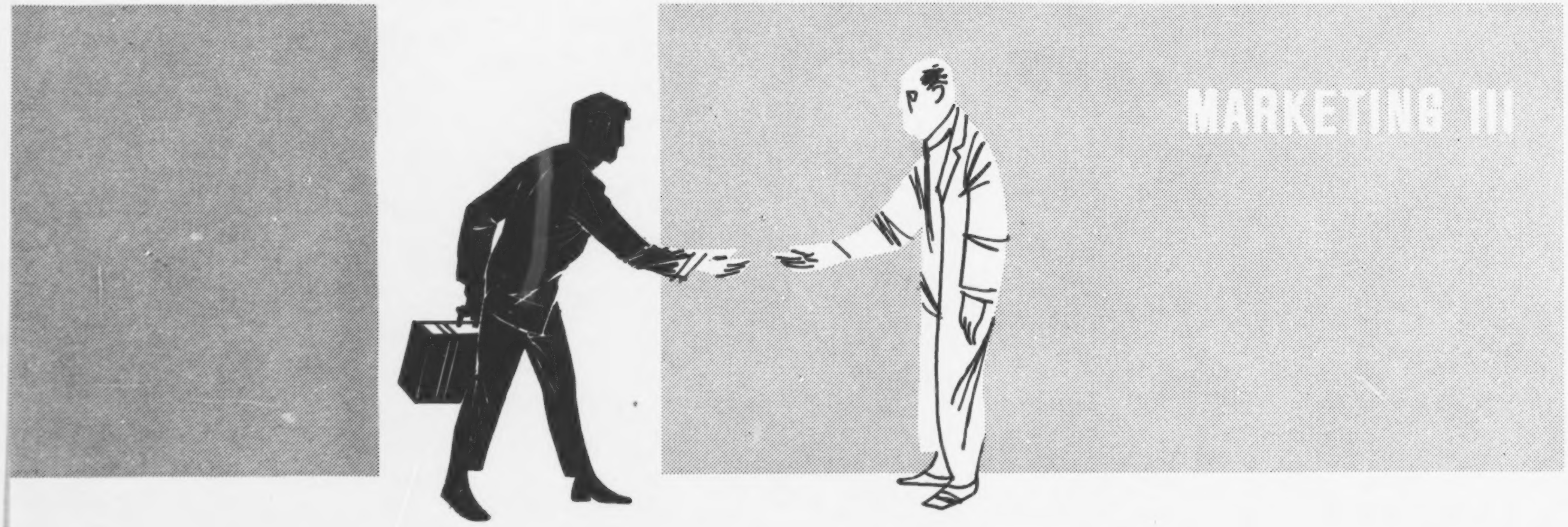
REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Patronage buying motives: 1. Dependability 2. Friendship 3. Reliability 4. Large assortment 5. Location 6. Image 7. Brand preference	Explain why customers may prefer to buy from one store in preference to others.	Interview customers.
Basic buying motives: 1. Self-preservation 2. Gain 3. Social approval 4. Convenience 5. Love 6. Pleasure 7. Variety 8. Curiosity 9. Fear	Identify the basic buying motives.	
Basic steps of a retail sale: 1. Approach and need determination	Demonstrate warm, friendly attitude. Demonstrate self-confidence. Ask appropriate questions. Apply buying motive knowledge.	Use shopping reports made by students. Observe and record sales techniques used by salespersons for different types of products sold.

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
2. The presentation	Relate presentation to customer needs. Organize presentation imaginatively and logically.	Role-playing applying sales techniques.
3. Overcoming objections: a. Agreeing with customer b. Presenting another viewpoint c. Explaining objection d. Admitting validity of objection e. Asking questions to overcome objection f. Presenting superior points	Offset objections using known methods.	Review trade journals and periodicals for relevant materials. Use films.
4. Closing the sale	Demonstrate an ability to decide when it is appropriate to attempt to close the sale: 1. When customer appears pleased 2. When customer continues to look around 3. When customer appears restless or annoyed 4. When customer shows signs of confusion	Use DECA rating forms to rate sales demonstrations. Use resource people from business and industry.

MARKETING I - BASIC
Salesmanship - Basic
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Suggestion selling techniques: 1. Assessing customer's attitude 2. Assessing time available 3. Offering reason for buying item 4. Showing, demonstrating item 5. Permitting customer to handle item	Recognize customer's probable need for additional items. Use suggestion selling techniques. NOTE: Post-sales tasks including packaging, explanation of terms, handling cash, and methods of sales recording (FISCAL PRACTICES OF FIRMS) are included in "Record Keeping" (Code 1.7) and "Cash Register Techniques" (Code 2.0).	

SALESMANSHIP-CAREER



MARKETING III

MARKETING III - CAREER
Salesmanship - Career
Instructional Code 1.0

Suggested Curriculum Pattern
Senior Year
First Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Five steps to a sale: 1. Gain attention 2. Arouse interest 3. Build desire 4. Win conviction 5. Get action	Effectively apply the five basic steps to making a sale.	Develop approaches through visual aids, opening remarks, and other methods which may be used in role-playing or student demonstrations.
Five buying decisions: 1. Why buy? (need) 2. Type, brand, or style? 3. Where to buy? 4. How much to pay? 5. When to buy?	Demonstrate knowledge of and be able to explain buying decisions of a customer.	Conduct consumer surveys. Use taped interviews for class replay.
Importance of product knowledge	Understand the importance of product knowledge in relation to self-confidence, sales presentation, making sales, and professionalism.	
	Demonstrate ability to get pertinent information about products or services. Relate the following kinds of information: 1. Background 2. Appearance 3. Composition 4. Manufacturing processes	Develop a product information library. Locate sources of information.

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	5. Uses 6. Serviceability 7. Uniqueness 8. Care required 9. Reason for price 10. Company history and policies 11. Comparison with competitors' products	
How to find prospects	Build a prospect list from family and friends, present customers, directories, service clubs, associations, building permits, advertising, etc.	Assign students to develop prospect lists for products or services.
How to organize the sales presentation: 1. Standard (canned) 2. Outlined 3. Survey (program) 4. Work-sheet	Recognize that planned presentations are more effective than just inspiration. Prepare planned sales presentations for products and services.	Have students demonstrate types of planned presentations.
	Demonstrate ability to incorporate knowledge of basic steps to a sale, buying motives, product knowledge, selling points, demonstrations, and possible objections, in a logically arranged presentation.	Conduct mock sales interviews using factors noted, including product demonstrations.

MARKETING III - CAREER
Salesmanship - Career
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	Demonstrate approaches designed to: 1. Gain interest and attention 2. Determine customer's interest 3. Win confidence 4. Determine specific needs of customer 5. Establish friendly atmosphere	
How to meet customer objections.	Explain and demonstrate how to handle objections constructively by: 1. Maintaining proper attitude 2. Discovering real objections 3. Avoiding arguments 4. Being clear in responding 5. Using common methods, such as "Yes-but", questioning, demonstrating, etc.	Develop objection games such as matching common objections with products.
	Apply methods to specific objections.	Draw objection from container; draw method for meeting objection from another container. Student prepares method of meeting objection and discusses with group.

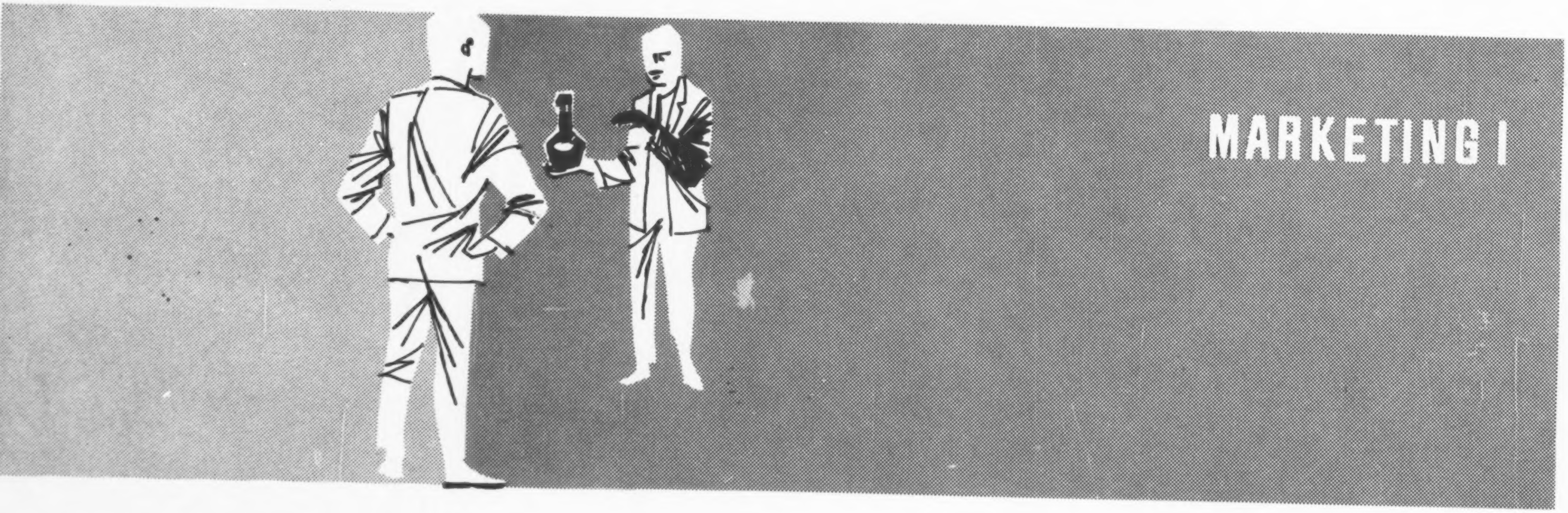
MARKETING III - CAREER
Salesmanship - Career
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Methods of closing sale: 1. Review of selling points 2. Comparison of advantages and disadvantages 3. Suggesting ownership 4. Closing on a minor point 5. Closing on an objection 6. Offering a premium 7. Suggesting last chance to buy 8. Narrowing the choice 9. Asking for order	Use proven methods to close sales.	Develop and present different closing for products or services based on advertising materials and product research.
Suggestion-selling methods: 1. Mentioning related items 2. Suggesting larger quantity 3. Offering higher-priced, better quality 4. Mentioning newly advertised products 5. Suggesting new or additional uses 6. Calling attention to special occasions	Apply methods of suggestion selling.	
How to manage sales time	Prepare customer records, prospect cards, daily activity records, summary records, self-analysis records.	Develop and use time management plan for student's own activities. Perform job analysis of salesman.

MARKETING III - CAREER
Salesmanship - Career
Instructional Code 1.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	Set goals. Prepare activity schedules, including time for selecting prospects, traveling, securing interviews, waiting, selling, servicing, handling reports and records, planning and scheduling, and self-improvement.	

PRODUCT
TECHNOLOGY



MARKETING I

MARKETING I - BASIC
Product Technology - Basic
Instructional Code 1.1

Suggested Curriculum Pattern
Junior Year
First Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to determine who uses a product	Determine who uses product by observation and analysis of such factors as age, sex, income, marital status, occupation, social/cultural background.	Conduct consumer surveys in and around trading area, using questionnaires. Investigate teenage market.
How to determine customer needs and wants in relation to buying motives.	Recognize and be able to relate product information to buying motives of customer.	Use bulletin boards, posters, and flip charts related to buying motives and need satisfaction.
The importance of relating product knowledge to customer needs.	Use product knowledge to give assurance to customer of need satisfaction including: 1. Effectiveness of product 2. Advantages 3. Method of manufacture 4. Materials used 5. Quality and construction 6. Cost of up-keep	Develop product information library for reference. Take field trips to manufacturing plants.
How to locate sources of product in relation to: 1. Size, color, style, model 2. Service	Research sources of supply factors listed.	Trace products back through channels of distribution to manufacturer. Research customer satisfaction in relation to service, guarantees, frequency of repair.

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
3. Guarantee 4. Alteration, repair, and parts service		Review consumer research publications.
How to justify the value (price) of a product	Demonstrate ability to justify product prices by discussing: 1. Relative value 2. Quantity purchases 3. Savings through cash purchases	
How the following factors affect time of purchase: 1. Seasonability 2. Off-season price changes 3. Delivery-time advantages 4. Sale-price time limits 5. Fashion timeliness	Relate helpful information to customers about when to buy a product	
How to use the product, including: 1. What is used with the product 2. How to prepare it 3. How to operate it 4. How to assemble it	Explain product use and operation to customers.	Conduct class demonstrations of product, display, and operation.

MARKETING I - BASIC
Product Technology - Basic
Instructional Code 1.1

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
5. How to adjust it 6. How to display it		
How to interpret product label information.	Use product label information to interpret product benefits to customers.	Conduct label analysis and related research in consumer education studies and materials, possibly in a joint project with home economics department.
Product information literature sources: 1. Manuals 2. Sales literature 3. Trade publications 4. Trade journals 5. Consumer magazines 6. Government publications 7. Mail-order catalogs 8. Resources at public libraries	Locate, review, and apply information to preparation of sales presentations, demonstrations, and displays.	Develop reference library.
Other sources of product information: 1. Testimonials 2. Factory, wholesale house visits 3. Training by business, public schools, etc. 4. Buyers 5. Salesmen 6. Brand preference studies		

SALES
PROMOTION

MARKETING II

2

MARKETING II - BASIC
Sales Promotion (Advertising)
Instructional Code 1.2

Suggested Curriculum Pattern
Junior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Basic characteristics of advertising: 1. Is paid for 2. Is nonpersonal 3. Presents ideas, services, and goods 4. Has an identified sponsor	Explain the basic characteristics of advertising.	
Primary functions: 1. Increase sales 2. Secure dealers 3. Raise standards of living 4. Eliminate seasonal fluctuations 5. Relate new products 6. Create more business	Explain the primary functions of advertising.	Have discussion groups review the effect of advertising.
Secondary functions: 1. Encourage salesmen 2. Provide information to salesmen	Explain the secondary functions of advertising.	Compare AIDA formula to salesmanship and advertising. Collect and bring to class different forms of advertising. Use resource speakers from newspapers, businesses, and advertising agencies. Judge retail advertisements in class.

MARKETING II - BASIC
Sales Promotion (Advertising)
Instructional Code 1.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
What advertising copy and layout should do: 1. Attract attention 2. Develop interest 3. Create a desire 4. Induce action	Explain how advertising gets attention, develops interest, creates desire, and induces action.	
Types of advertising: 1. Institutional 2. Promotional	Recognize and explain differences in types of advertising.	
Use of color in advertising: 1. Psychological 2. Attention 3. Artistic values 4. Illustrative values	Explain the objectives of using color in advertisements. Explain how color contributes to success of advertising in attaining specified objectives.	Collect and display advertisements using color to show how color affects advertisement and objectives.
How to use the color wheel	Identify primary, secondary, and tertiary colors. Identify receding and advancing colors.	Use color wheels. Collaborate with art department.

MARKETING II - BASIC
Sales Promotion (Advertising)
Instructional Code 1.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Advertising media	Explain the different media and their use.	Collect and arrange displays depicting types of media.
Importance of trademarks, slogans, and brand names	Explain importance of trademarks, slogans, and brand names.	Collect and display trademarks, etc.

MARKETING II - BASIC
Sales Promotion (Display)
Instructional Code 1.2

Suggested Curriculum Pattern
Junior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Reasons for display in retailing	Explain role of display in modern retailing.	Collect display materials.
Types of store displays: 1. Interior 2. Exterior	Identify types of displays.	
Principles of design 1. Dominance 2. Balance 3. Proportion	Demonstrate ability to apply principles of design in display creation.	Use resource people from business and industry. Develop displays in school facilities or in stores in community. Consider using vacant store for community display purposes. Develop community service programs which involve display, public speaking, layout, and design, market research, organization, sales techniques. Develop DECA display

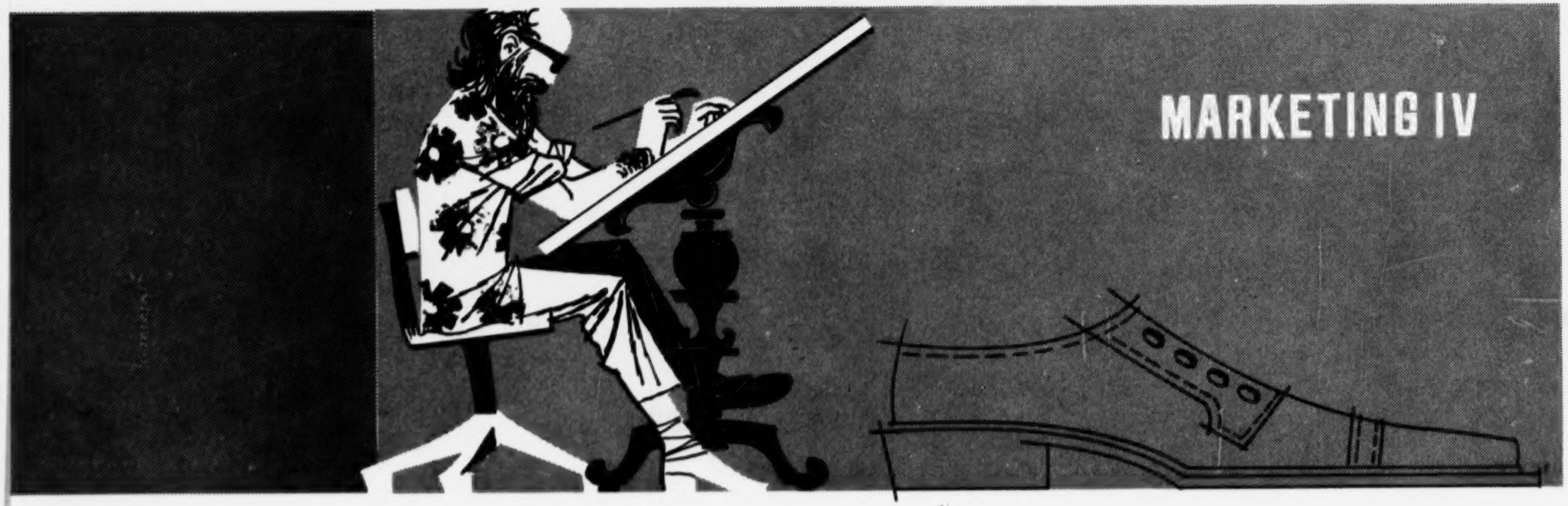
MARKETING II - BASIC
Sales Promotion (Display)
Instructional Code 1.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Factors of good design: 1. Repetition and rhythm 2. Harmony 3. Contrast 4. Gradation 5. Interference	Use factors of good design in developing displays.	Sketch proposed displays.
Arrangements used in display: 1. Radiation 2. Stair-step 3. Pyramid 4. Zig-zag 5. Repetition	Build displays in arrangements indicated.	Construct bulletin board displays.
How the use of color affects display: 1. Psychology 2. Hue, value, intensity 3. Color schemes	Demonstrate skill in combining colors.	Use resource demonstrators and speakers from school's art department, community colleges, or businesses.

MARKETING II - BASIC
Sales Promotion (Display)
Instructional Code 1.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Factors in creating displays: 1. Planning 2. Selecting merchandise 3. Preparing space and materials 4. Building in units 5. Making adjustments 6. Using effective color combinations 7. Lighting 8. Maintaining cleanliness 9. Using show cards	Build displays considering the factors noted.	Develop display pieces in conjunction with other departments: Art Trade and industrial Shops Etc.
Factors in judging displays: 1. Suitability 2. Power to attract attention 3. Selling power 4. Arrangement 5. Cleanliness 6. Lighting 7. Technical excellence	Explain factors to consider in critically evaluating displays.	Use DECA display rating form. Observe and analyze store display on basis of arrangement, selling power, technical excellence, power to attract, suitability, lighting. Develop a rating guide.

ADVANCED ADVERTISING



MARKETING IV

MARKETING IV - CAREER
Sales Promotion - Advertising Advanced
Instructional Code 1.2

Suggested Curriculum Pattern
Senior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Ad and layout criteria: 1. Visual impact 2. Market selection 3. Balance 4. Ease of reading 5. Type face selection 6. Store identification 7. Related selling (grouping related items) 8. Accuracy 9. Unity (ad is a unit) 10. Proportion	Develop an advertising layout applying ad and layout criteria.	Obtain and analyze American Type Founders type kit. Analyze newspaper ads in terms of criteria. Visit newspaper and ad departments to view development of layout. Use resource speakers, films, etc. Review ad result studies from associations and publishers.
Purposes of ad copy: 1. To stop reader and strengthen illustration (headline) 2. To maintain reader interest (subhead and body copy) 3. To provide necessary product information, including sizes, colors, etc. 4. To offer reason for immediate action 5. To invite reader to act 6. To provide store name, telephone number, and other data	Demonstrate ability to develop ad copy to accomplish purposes.	

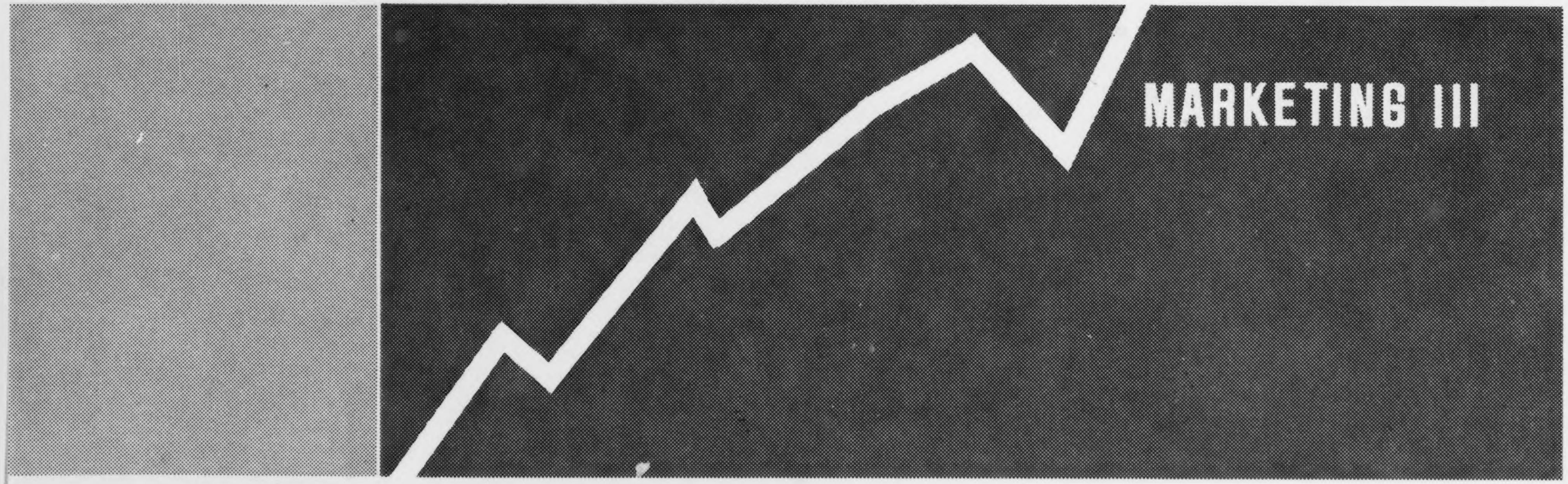
MARKETING IV - CAREER
Sales Promotion - Advertising Advanced
Instructional Code 1.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to develop a layout: 1. Determining size 2. Ruling into vertical and horizontal divisions (pattern and balance) 3. Considering eye movement (through message, art and head to item, copy, price, and logo) 4. Planning appropriate design and color	Develop an ad layout from ad orders stating size, heading copy, feature item, two sub-feature items, four spot items, and ten listings for balance of ad	Prepare layouts and evaluate
Four-step planning method for monthly advertising schedule: 1. Set sales goal 2. Determine amount of advertising 3. Choose items to be advertised 4. Complete day-to-day plan	Use the four-step plan to set up advertising schedules.	Use the materials in the newspaper advertising planbook.
How to set up an advertising budget: 1. Determine gross business 2. Select percentage of gross sales 3. Appropriate to various media 4. Determine percentage of business by months, previous year 5. Determine monthly adjusted percentages	Apply budgeting procedures in hypothetical or actual situations.	Use American Newspaper Publishers Association guide, "How to Budget Advertising for Bigger Volume and More Profit."

MARKETING IV - CAREER
Sales Promotion - Advertising Advanced
Instructional Code 1.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
6. Establish reserve funds 7. Convert percentages into dollars 8. Plan for institutional ads 9. Plan a reserve for special purchases 10. Allocate fashion ad funds over several months 11. Allocate space budget to departments and sections		

MARKET RESEARCH


MARKETING III

MARKETING III - CAREER
Market Research - Basic
Instructional Code 1.3

Suggested Curriculum Pattern
Senior Year
First Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Processes of market research, including: 1. Systematic gathering of data 2. Recording of data 3. Analysis of data	Define market research in his own terms.	Review reference material including American Marketing Association publications.
Terminology: 1. Bias 2. Deductive reasoning 3. Hypothesis 4. Inductive reasoning 5. Mean, median, mode 6. Objectivity 7. Pretest, tabulation 8. Population, test market 9. Questionnaire 10. Random sample 11. Reliability 12. Survey	Provide definitions and explain the significance of terminology.	Use films, resource people. Investigate businesses which use market research and review applications of results.
Major areas of market research and their use by manufacturers: 1. Product studies (new products, developing and testing, product preferences, testing package design)	Explain uses of market research.	Study trade publications for information on use of market research.

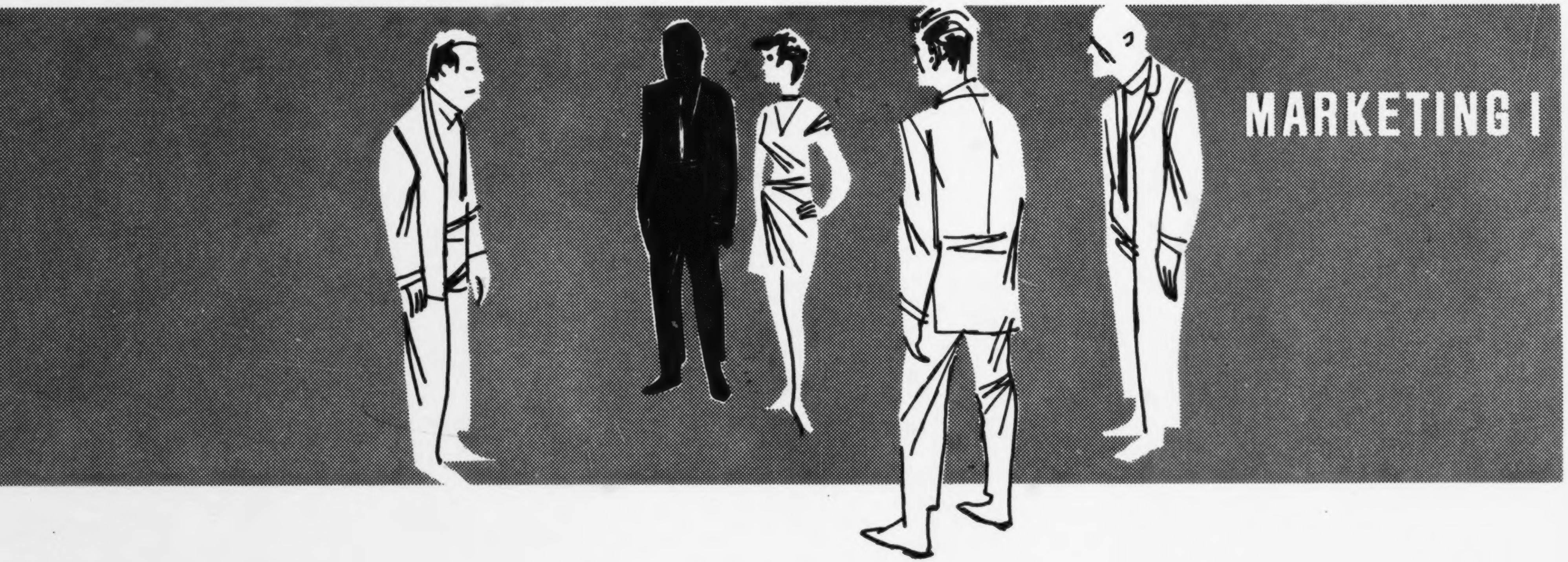
MARKETING III - CAREER

Market Research - Basic

Instructional Code 1.3

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
2. Consumer studies (attitudes and opinions, market analysis, evaluation of organization and operation) 3. Advertising studies (appeals, measuring audience, effectiveness)		
Major areas of market research and their use by wholesalers and retailers: 1. Merchandising (customer demands, training of sales personnel, pricing, stock control, etc.) 2. Markets (trading area, sales potentials, buying habits) 3. Store locations (sites, store arrangement) 4. Sales promotion (timing, selection, prices, special events, promotion budget, media, studies of displays) 5. Cost analysis (sources of loss, comparative studies) 6. Product or service introduction, expansion (customer acceptance, pre-test)	Explain the major areas of market research and demonstrate ability to design and conduct survey.	Projects: 1. Store traffic counts 2. Automobile traffic counts 3. Buying habit surveys 4. Specialized surveys 5. Analyses of promotional events 6. Other

HUMAN RELATIONS



MARKETING I

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Common rights and desires of individuals	Discuss the following: 1. Right to work at job of own choosing 2. Desire to get ahead 3. Desire to be accepted 4. Desire to be approved by fellow workers 5. Desire to feel important 6. Right to opinions, ideas, and to be heard 7. Right to think and act as an individual	Use role-playing and analyze case problems demonstrating rights and desires.
Desirable traits of employees	Evaluate his own: 1. Enthusiasm 2. Honesty and dependability 3. Initiative 4. Sense of humor 5. Loyalty (including ability to keep confidences) 6. Industriousness 7. Tact and courtesy 8. Friendliness and cheerfulness 9. Sense of fair play 10. Cooperativeness	Conduct field interviews of businessmen. Use "buzz" sessions, films, group projects, role-playing and case problem analysis.

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Undesirable traits of employees	Recognize and avoid by practice the following undesirable traits: 1. Using or exploiting other people rather than using own genuine efforts 2. "Politicking" – currying favor with supervisors 3. Running down people by gossip and tale-bearing 4. Taking credit for ideas and achievements of other people 5. Jealousy of co-workers 6. Indifference to criticisms and suggestions 7. Inconsiderateness for the rights of others 8. "Apple-polishing" 9. Griping to anyone who listens 10. Stealing sales from fellow workers 11. Acting superior	

MARKETING I - BASIC
Human Relations
Instructional Code 1.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to gain acceptance by the work family	Prior to and upon acceptance of a job be able to recognize positive characteristics acceptable to the work group. Practice and demonstrate these positive characteristics on classroom or laboratory activities: 1. Enthusiasm 2. Friendliness – remembering names of fellow workers 3. Willingness to ask questions 4. Willingness to learn 5. Willingness to work 6. Alertness 7. Willingness to express appreciation for help 8. Willingness to compliment fellow workers 9. Willingness to be a good team member	Organize group projects, individual investigations, panel discussions, and analyze case problems.

MARKETING I - BASIC
Human Relations
Instructional Code 1.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to maintain good human relationships	Recognize, know, and demonstrate the following principles for maintaining good human relationships with fellow employees on a day-to-day basis: 1. Treat people as individuals 2. Recognize that human behavior is unpredictable 3. Don't pass the buck 4. Be loyal to others 5. Seek promotion on your merit 6. Help build department and store morale	Analyze case problems. Have student observations. Have group discussions. Invite a speaker. Show a film.
What employers provide	Demonstrate that he understands what the employer should provide: 1. Space and equipment 2. Training 3. Acceptable working conditions 4. Financial benefits	Start individual or group projects to investigate benefits provided by various businesses. Invite speakers from business. Analyze case problems.

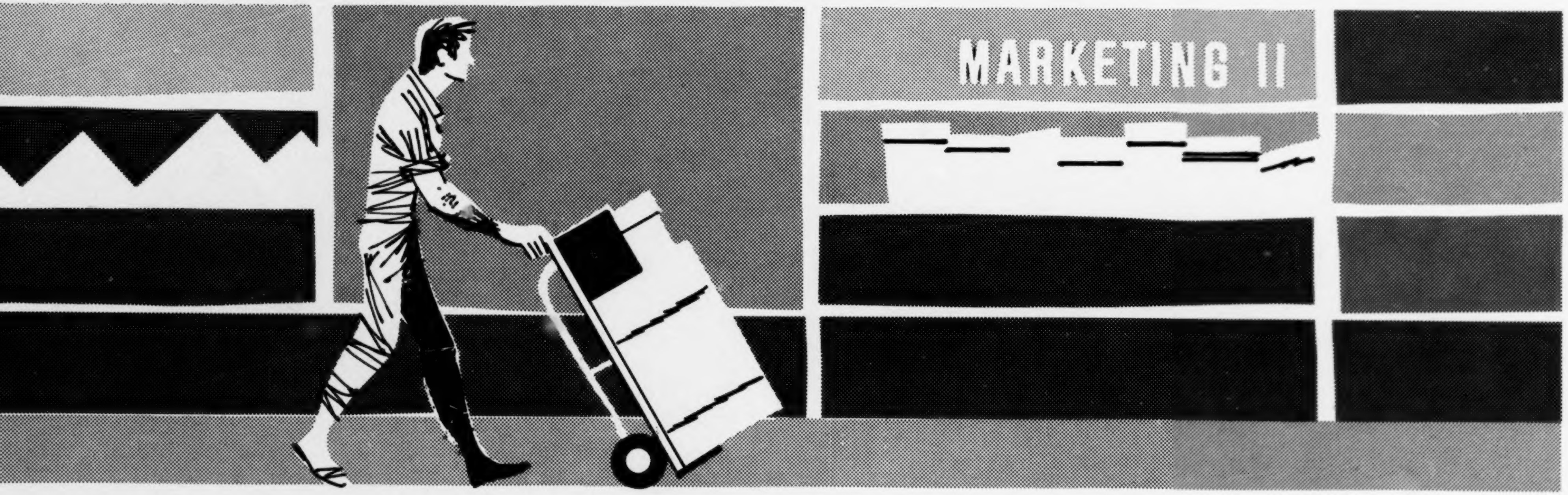
MARKETING I - BASIC
Human Relations
Instructional Code 1.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
What employers expect	Demonstrate that he understands the following expectations from an employer: 1. Regular attendance 2. Adherence to rules and policies 3. Respect for authority 4. Initiative, creativity, and loyalty	Start individual or group projects to investigate the employer expectations in various types of businesses.
Foundations of good human relationships with supervisors	Demonstrate his understanding that to succeed on the job and build good human relationships with supervisors he must: 1. Be sold on the aims of the store or business. 2. Make good use of constructive criticism. 3. Be loyal to supervisor. 4. Carry out responsibilities that have been assigned. 5. Recognize the supervisor as an individual. 6. Contribute new ideas.	Have panel discussions. Analyze case problems. Start individual or group projects to investigate foundations established by various businesses.

MARKETING I - BASIC
Human Relations
Instructional Code 1.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to learn from supervisory instruction	Benefit from supervisory instruction by: 1. Being prepared 2. Accepting instruction a. Repeating steps to himself b. Connecting learning with what he already knows c. Learning steps in logical order d. Knowing what, why, when, where, and how to do the job 3. Performing the job 4. Producing	Simulate game applying four-step method of instruction. Investigate methods used by various businesses.
Solving human relations problems	When faced with human relations problems, apply the four-step method of solving these problems: 1. Getting the actual facts 2. Stating the actual problem as shown by the facts 3. Determining the possible solutions 4. Weighing the advantages and disadvantages of each solution	Analyze case problems. Have panel discussions of cases.

STOCK
CONTROL


MARKETING II

MARKETING II - BASIC
Stock Control
Instructional Code 1.5

Suggested Curriculum Pattern
Junior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Inventory records and procedures: 1. Physical 2. Perpetual	Identify physical inventory and perpetual inventory systems; take physical inventory and accurately record count on record cards; accurately record purchases and sales on perpetual inventory cards.	Obtain the tickler control, basic stock list, and re-order slips (or other forms and documents used in taking physical inventory) Demonstrate methods used in perpetual inventory, using forms and systems such as sales-check controls, tear-off tickets, reserve requisitions, cash register controls.
Stock control: 1. Dollar 2. Unit	Record inventories using the dollar control system. Determine worth of inventory, worth of items on order, value purchased to date, and value of items sold to date. Record inventory of items on hand; determine how much is on order, how much is sold, and where inventory is located.	Visit store and warehouse facilities to view inventory and stock control methods. Develop an inventory kit for student practice.
Merchandise information needed for planning, buying, and promotion	Determine amount and kind of purchases; the manufacturer; sizes, colors, styles, patterns, and price lines; returns to manufacturers; returns by customers to store; sales records.	Use simulated problems.

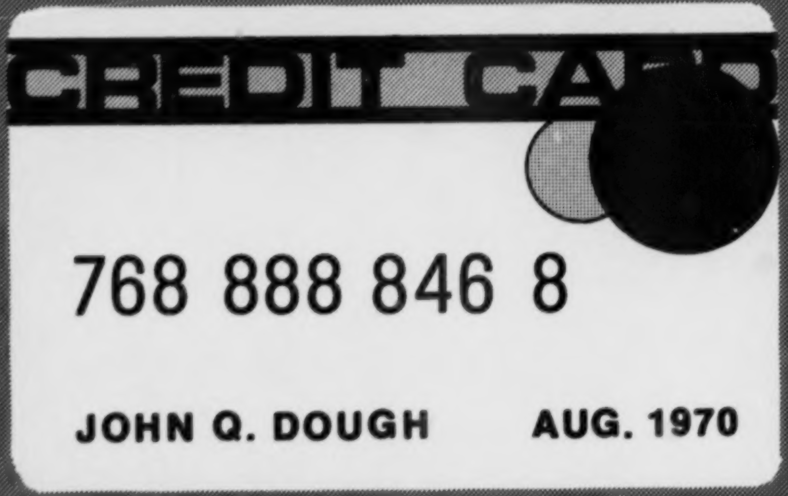
MARKETING II - BASIC
Stock Control
Instructional Code 1.5

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Stock turnover calculations: 1. Period of time 2. Net sales for period 3. Average stock for period 4. Divide sales figure by average stock figure	Demonstrate stock turnover using four-step method.	Use problems.
Receiving and checking functions: 1. Receive goods 2. Unload and stock crates 3. Check and inspect 4. Check condition of packages 5. Route the shipment 6. Return damaged or wrong merchandise 7. Mark merchandise with price and stock control information 8. Keep accurate records 9. Move merchandise to reserve and forward stockroom 10. Safety procedures	Demonstrate knowledge of and ability to perform receiving and checking functions.	Develop and use simulated receiving and checking games or kits.
Procedures for marking merchandise	Explain marking procedures and demonstrate ability to mark merchandise with simple pricing tickets.	Arrange for field trips, films, classroom practice. Use speakers. Plan simulated marking practice in class.

MARKETING II - BASIC
Stock Control
Instructional Code 1.5

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Care of stock: 1. Where located 2. How arranged 3. Types of stockkeeping 4. Duties and responsibilities	Explain location of reserve stock, under-the-counter stock, forward reserve stock, perimeter stock, warehouse stock. Demonstrate ability to arrange stock attractively; explain stockkeeping procedures in self-service, department stores, and warehouses Perform stockkeeping duties.	Arrange for field trips and films.
Theft: 1. Customer 2. Employee	Explain significance of theft in terms of economic loss.	Use resourse speakers and films.

FINANCE
CREDIT and COLLECTIONS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MARKETING II

MARKETING II - BASIC
Finance - Credit and Collections
Instructional Code 1.6

Suggested Curriculum Pattern
Junior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Types of credit: 1. Charge account 2. Installment	Explain differences between charge accounts and installment buying. Explain 30-day accounts, 90-day accounts, ten-pay accounts. Explain deferred budget, and revolving accounts, coupon books, script.	Obtain copies of credit applications and reference material. Review truth-in-lending legislation. Survey customers and business people to determine effects of legislation.
Cost of credit: 1. Carrying charge (flat sum) 2. Carrying charge (percentage) 3. Monthly rate on unpaid balance 4. Payment tables 5. Real cost of credit	Make appropriate calculations to determine cost of credit.	Solve problems involving calculating flat sum: 1. Subtract down payment or trade-in from retail price 2. Multiply amount of individual payment by the number of payments 3. Subtract balance owed from total amount that will be repaid. Problems in computing real cost of credit: $r = \frac{2 m \$}{p (n + 1)}$ r Real annual interest rate m Number of payment periods in year $ Finance cost in dollars p Amount of credit advanced n Number of installment payments to be made

MARKETING II - BASIC
Finance - Credit and Collections
Instructional Code 1.6

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
		Examine copies of payment tables to determine real cost of credit. Develop problems for students to solve when carrying charge is add-on percentage rate.
Three "C's" of credit: 1. Character 2. Capacity 3. Capital	Explain the significance of the three "C's" in credit situations.	Use case studies showing application of the three "C's".
Content of credit applications	Identify items usually included on credit applications.	Have class collect and compare credit application blanks.
How to evaluate capacity to pay	Evaluate applicant's capacity to pay by examining total income, total expenses, available funds, net funds available (use general format of accounting "T").	Use hypothetical cases, or cases of students. Tie in with teenage credit account boom.
Credit control indexes: 1. Rejection percentage 2. Trends in credit accounts 3. Changes in credit sales volume 4. Ratio of credit sales to total sales 5. Changes in accounts receivable outstanding	Compute common credit control indexes.	Develop and apply formulas to explain credit control indexes: $\frac{\text{Cr. applic. declnd.}}{\text{Cr. applic. apprvd.}} = \text{Rej. \%}$

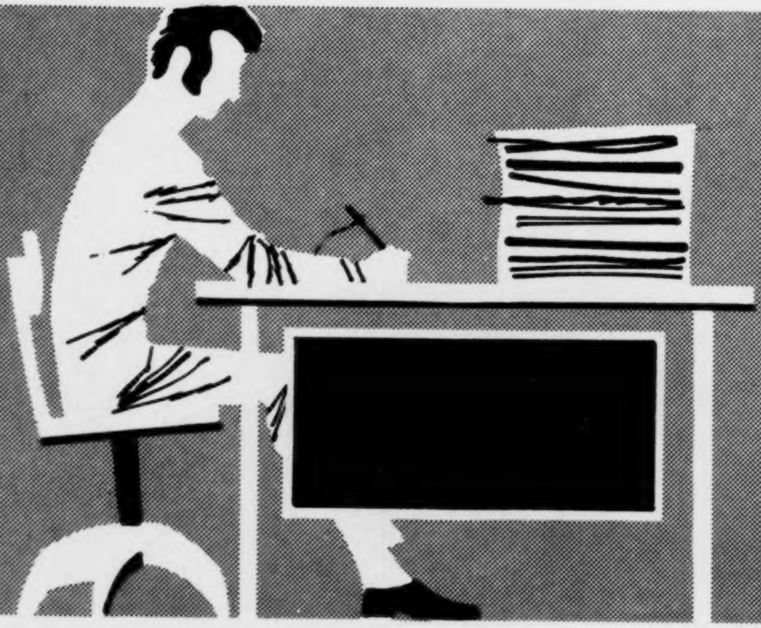
MARKETING II - BASIC
Finance - Credit and Collections
Instructional Code 1.6

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
6. Collection percentages 7. Investments in accounts receivable (turnover rate, number of days)		$\frac{\text{Net gn. or ls. accts.}}{\text{Tot. no. accts. begin. period}} = \text{\% Trend}$ $\frac{\text{Net gn. or ls. in cred. sls.}}{\text{Amt. cred. sls. prev. period}} = \text{\% Change}$ $\frac{\text{Cred. sls. for period}}{\text{Tot. sls. for period}} = \text{Ratio of cred. sales to total}$ $\frac{\text{Net gn. or ls. accts. rec. outsnd.}}{\text{Accts. rec. prev. period}} = \text{\% Change}$ $\frac{\text{Collec. for a period}}{\text{Accts. rec. outsnd. beg. period}} = \text{Collec. Index}$ $\frac{\text{Total credit sales}}{\text{Avrg. accts. rec. outsnd.}} = \text{Accts. rec. turnover rate}$ $\frac{360}{\text{Accts. rec. turnover rate}} = \text{No. days accts. are outsnd.}$ (NOTE: These formulas are arranged to coincide with credit control indexes in "Required Knowledge" column.)

MARKETING II - BASIC
Finance - Credit and Collections
Instructional Code 1.6

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to handle aging accounts receivable	Determine age of accounts receivable. Record past-due accounts on analysis form. Explain necessary follow-up action.	Use "Accounts Receivable Age Analysis" form to analyze accounts.
Methods of collecting accounts receivable	Apply common methods of collection including statements, telephone calls, collection letters, collection agencies, legal action.	Survey businesses to determine most commonly used collection methods and customer reactions. Develop tactful collection letters. Collect and evaluate sample collection letters. Use resource speakers to explain credit.

RECORD KEEPING



MARKETING II

MARKETING II - BASIC
Record Keeping
Instructional Code 1.7

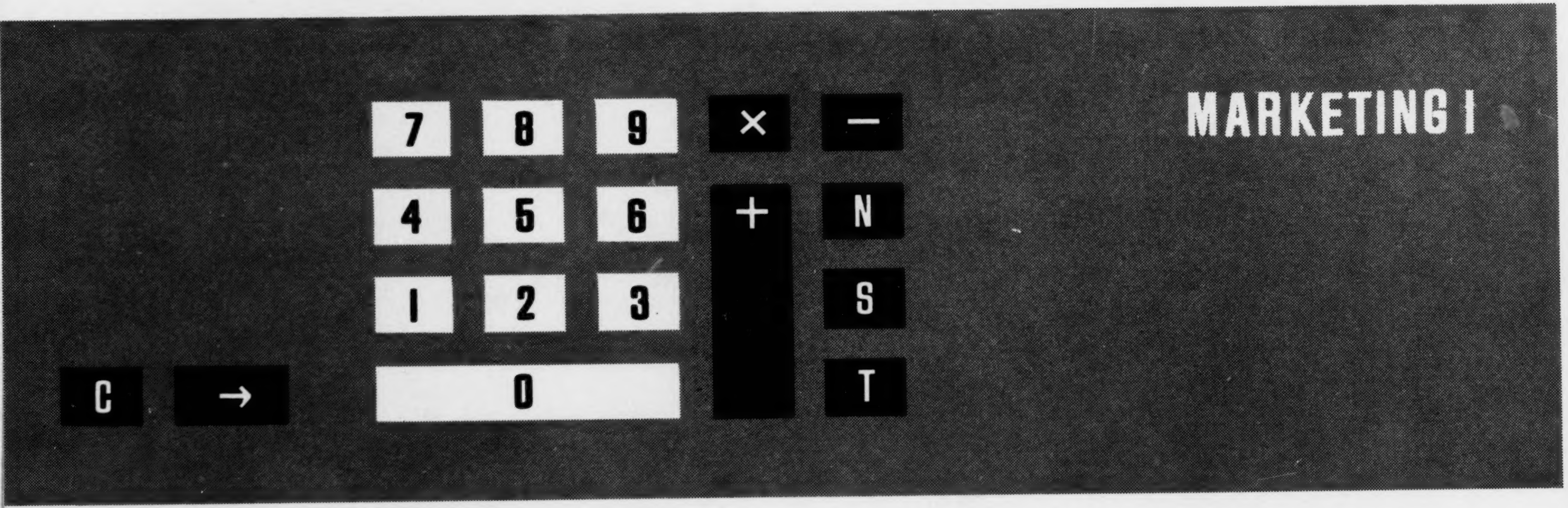
Suggested Curriculum Pattern
Junior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Efficient record-keeping procedures, including:		
1. Checking accuracy of names, numbers, addresses	Make quick and accurate comparisons to prevent errors, or find errors.	Use practice sets
2. Arranging numbers and dates in proper order	Accurately arrange numbers and dates.	
3. Writing legibly	Write words and numbers clearly.	
4. Filing: a. Numerically b. Chronologically c. Alphabetically	File business letters and papers, using common systems.	Use practice filing kits
5. Check-writing and banking	Write checks, determine balance, make endorsements, and reconcile bank statements.	
6. Petty cash accounting	Make and record transactions using petty cash vouchers, business expense vouchers, petty cash funds.	
7. Budget record systems	Record receipts and payments and make distribution of payments.	

MARKETING II - BASIC
Record Keeping
Instructional Code 1.7

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
8. Retail sales record systems	Fill in sales slips accurately; record charges, sales returns, and statement of accounts.	
9. Purchase record systems	Record data on stock record cards, purchase requisitions, records of goods expected, price quotation cards, purchase orders, purchase invoices, purchase journals.	
10. Wholesale sales record systems	Record data on sales orders, sales invoices, customer accounts, sales returns, sales journal, collections, cash receipts journal, statement of accounts.	
11. Payroll record systems	Record data on time cards, compute wages, keep overtime, keep social security records, maintain payroll book, and keep employee record cards.	

MERCHANDISE
MATHEMATICS



MARKETING I

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MARKETING I - BASIC
Merchandise Mathematics
Instructional Code 1.8

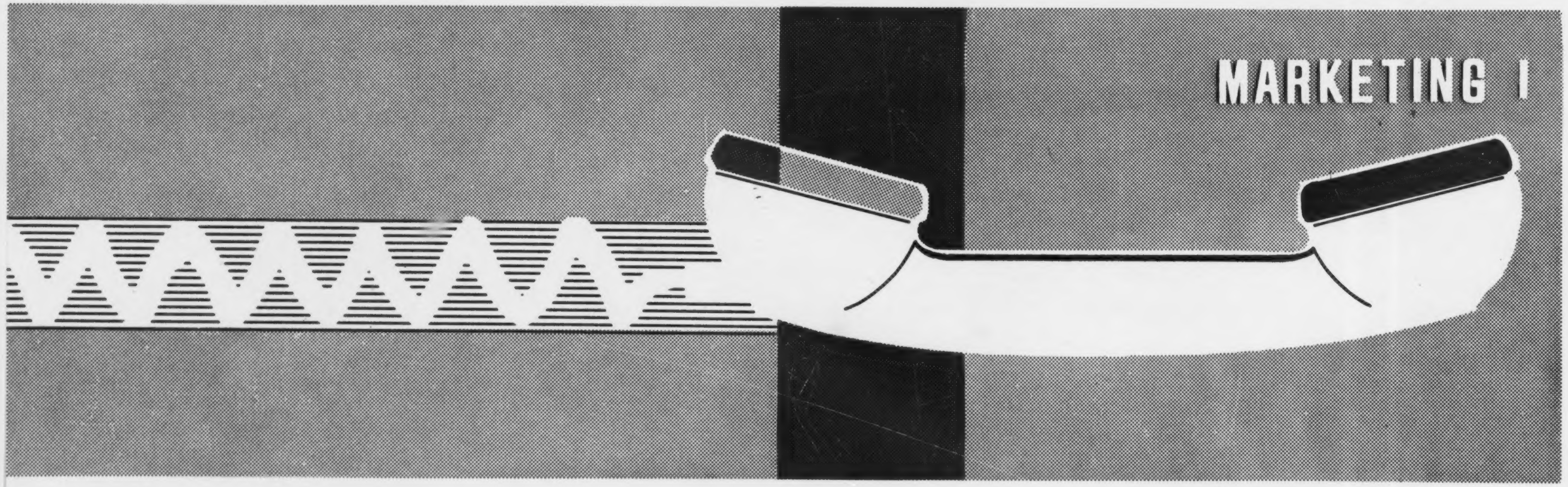
Suggested Curriculum Pattern
Junior Year
First Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Arithmetic fundamentals: 1. Addition 2. Subtraction 3. Multiplication 4. Division 5. Percentages 6. Fractions	Perform fundamental arithmetic computations.	
Procedures for calculating sales transactions	Calculate sales transactions: 1. Cash register records 2. Sales slips 3. Sales slips and tapes 4. Sales slips alequot parts 5. Unit prices 6. Quantity prices 7. Average prices 8. Prices for fractional quantities 9. Mixed numbers	Obtain sample forms, make transparencies, make calculations.
Procedures for calculating employee earnings	Calculate employee earnings: 1. Deductions from earnings 2. Special wage problems 3. Payrolls 4. Classified payroll expense 5. Commissions 6. Graduated commissions	

MARKETING I - BASIC
Merchandise Mathematics
Instructional Code 1.8

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	7. Commission rates 8. Agents' commissions	
Procedures for calculating purchase charges	Calculate purchase charges: 1. Purchase prices 2. Trade discounts 3. Cash discounts 4. Transportation charges	
Procedures for calculating profits and pricing	Determine profits and prices by calculating: 1. Profits on sales 2. Markdowns 3. Retail discounts 4. Prices - retail basis 5. Prices - cost basis	
Procedures for small business record-keeping	Compile and record information for the following: 1. Balance sheet 2. Income statement 3. Departmentals - income and expense 4. Charts and visual aids 5. Inventory - retail method 6. Planned purchases 7. Open-to-buy 8. Model stocks	Use materials from the Small Business Administration.

COMMUNICATION


MARKETING I

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Techniques of business letter writing 1. Organization 2. Composition 3. Form	Evaluate a sample letter by answering the following basic questions: 1. What is the purpose of the letter? 2. What message is the letter expected to convey? 3. What response is desired from the recipient?	Obtain sample letters; have students evaluate by asking the three basic questions.
	Compose an acceptable business letter containing the proper: 1. Letter form and punctuation a. Layout – margins, spacing, indentation b. Parts – letterhead, return address, date, inside address, attention salutation, subject body, close, complimentary close, signature, business title, reference initials c. Styles – block, modified block, indented (NOMA) d. Fold – business, legal, window e. Envelope – business, legal, window	Have students practice composing, organizing, and evaluating their own business letters.

MARKETING I - BASIC
Communications - Written
Instructional Code 1.9

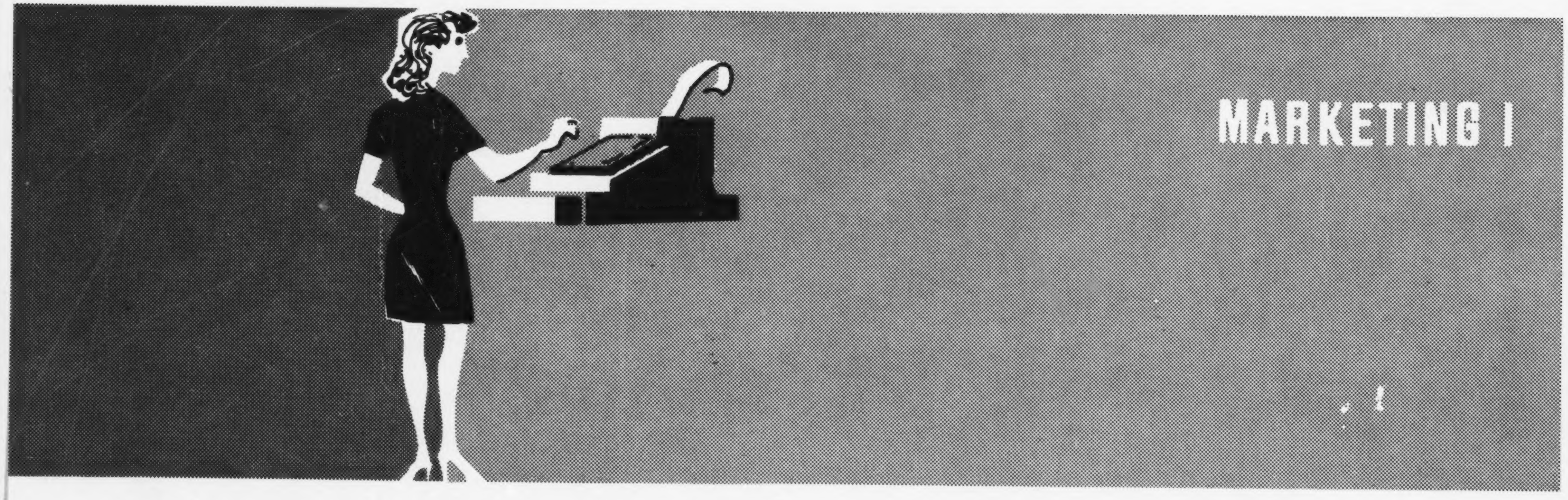
REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	2. Qualities a. Completeness b. Courtesy c. Consideration d. Clearness e. Conciseness f. Concreteness g. Correctness Rate a letter as to effectiveness.	

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Speech preparation and delivery	Prepare and deliver speeches that: 1. Inform 2. Entertain 3. Persuade Select a topic or subject for a formal speech and develop the speech for presentation by logical application of the following steps: 1. Limit scope and speak on subject of interest to the audience. 2. Gather materials from various media. 3. Narrow the topic, be specific, outline, and consider time factor. 4. Use index cards for notes, title of the talk, introductions, state reason for the talk, develop body of talk and draw conclusions. 5. Practice and revise the speech. 6. Make the presentation.	Have students practice developing appropriate topics, titles, and resumes of the three general types of speeches. Have students develop and present the three types of speeches.

MARKETING I - BASIC
Communication - Oral
Instructional Code 1.9

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	Evaluate speeches under the following seven criteria by using a rating form: 1. Opening – appearance, introduction 2. Voice – pitch, volume, enthusiasm 3. Platform deportment – gestures, poise, mannerism 4. Organization – logic, clarity of thought, suitability, coherence 5. Mechanics – diction, grammar, pronunciation 6. Close – summary, conclusion 7. Effectiveness	Develop a speech rating form consisting of a five-point scale from 5 to 1, i.e., superior to poor, and use to evaluate effectiveness of speeches.

CASH
REGISTER


MARKETING I

MARKETING I - BASIC
Cash Register Techniques
Instructional Code 2.0

Suggested Curriculum Pattern
Junior Year
First Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Importance of checking the change fund Importance of ringing up merchandise before wrapping it. Importance of keeping cash drawer closed when not making change. Importance of not using anyone else's cash drawer.		Provide enough practice to insure students: 1. Always check change fund 2. Always ring prior to wrapping 3. Always keep cash drawer closed except when using 4. Never use another person's cash drawer
How to make change.	Make change the following way: 1. State the amount of sale and amount received 2. Put money on slab 3. Open cash drawer after informing customer of the amount and getting his money 4. Punch keys (if register used) 5. Count change silently, building up to amount received 6. Put money in drawer and close 7. Count change to the customer 8. Offer receipt courteously. Destroy receipts left by customer 9. Thank the customer.	Use cash registers to practice: Making change, counting up from amount charged to amount received by saying, for example, $.59, .60, .70, .75, and .25 is $1.00 Calling the dollar sign when counting change Using the smallest number of pieces of money when making change

MARKETING I - BASIC
Cash Register Techniques
Instructional Code 2.0

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
How to handle customers' checks:		
1. Authorization	Explain importance of complying with company policy.	Construct and use over-sized checks. Use transparencies to illustrate checks and endorsements
2. Cashing	Demonstrate ability to examine checks to see if they are correct: 1. Date (no post-dated checks) 2. Name of payee 3. Dollar amount 4. Signature (need identification) 5. Address and telephone number	
3. Endorsements	Explain endorsement procedures and types of endorsements: 1. In blank 2. In full 3. Restrictive	
Security measures	Recognize professional short-change artists and their methods including: 1. Split-bill (pasting large denomination bill on small denomination bill)	Invite resource speakers from law enforcement agencies; films

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	2. Interrupted procedures (attempts at confusing cashier, sometimes with an accomplice) 3. Marked bill (used by team of two; one comes back and can identify large bill)	
Methods for handling short-change artists	Explain why it is important not to accuse people and why it is necessary to notify manager and/or call police depending on store policy.	

MANAGEMENT FUNCTIONS

MARKETING IV

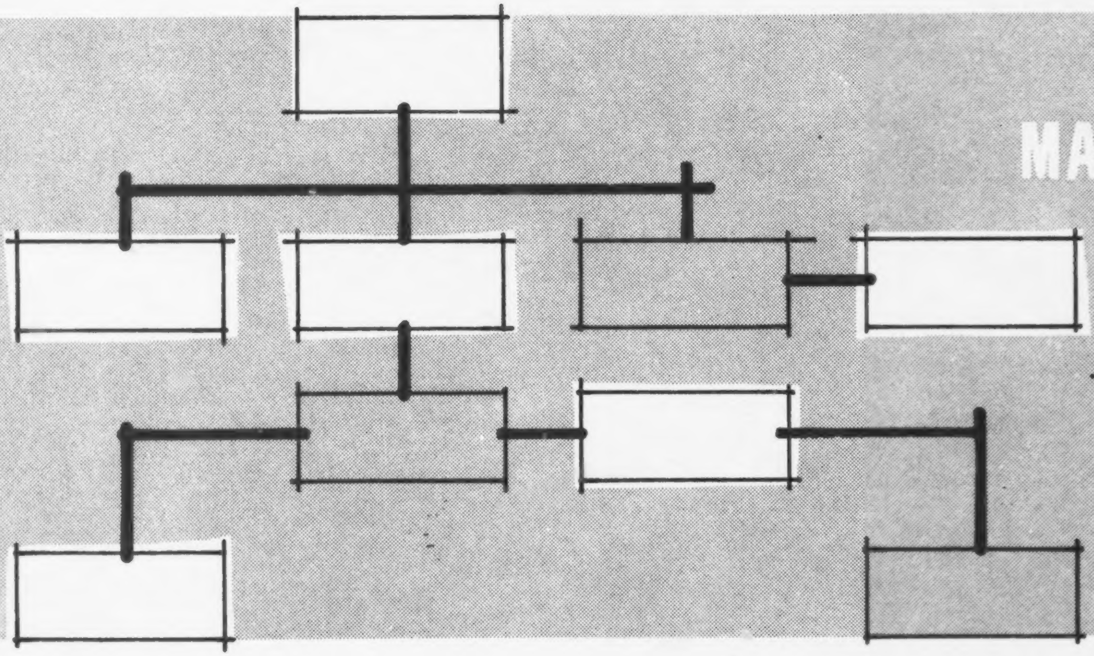
MARKETING IV - CAREER
Management Functions
Instructional Code 2.1

Suggested Curriculum Pattern
Senior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Functions of management: 1. Organizing	Explain purposes of job analysis techniques. Develop simple organizational charts.	Review current articles and readings in management Trace changing concepts of management beginning with Taylor and scientific management concept.
2. Planning	Explain the importance of objectives in relation to company goals. Plan detailed operations. Develop procedures. Fix responsibilities.	Research and correlate need for management as industry has developed in this country Distinguish between line and staff concepts; functional authority Have students analyze their own training stations (job analysis, evaluation of supervisors and managers)
3. Directing	Demonstrate ability of setting good example, communicating clearly.	
4. Controlling	Explain why controls are necessary. Develop a control system. Develop a follow-up procedure. Explain need for standards.	

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
5. Coordinating	Demonstrate ability to coordinate classroom projects including clarifying instructions, keeping people informed, assuming a leadership role, and developing clear understanding of objectives.	

BUSINESS
ORGANIZATION



MARKETING IV

MARKETING IV - CAREER
Business Organization
Instructional Code 2.2

Suggested Curriculum Pattern
Senior Year
Second Semester

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Types of business organization	Explain types of ownership, pertinent government regulations, specific type of ownership. Design a logotype for a business.	Have each student select and organize a business in which he is particularly interested, and after careful research, develop an organizational pattern for the business.
Characteristics of a good business location.	Demonstrate ability to select business site in relation to such factors as: 1. Buying, leasing, renting 2. Zoning laws 3. Trading area 4. Research on customer count, traffic, business trends, future expansion	
How to plan and develop the layout of a store, parking area.	Develop drawings of building exterior and plot Develop drawings of building interior layout, fixtures, and equipment Sketch front exterior elevation with sign List cost of major equipment and fixtures by item	

MARKETING IV - CAREER
Business Organization
Instructional Code 2.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Customer analysis	Determine the class or type of customers of a business	
Merchandising	Determine the items, products, or services of a business	
	Determine buying procedures	
	List a sample inventory at cost	
	Determine markup and pricing policies	
Financing	Determine the amount of capital	
	Develop a statement of building fixtures and equipment	
	Develop a statement of operating capital needs for one month	
	Make comparisons of sources of financing	
	Select and explain choice of financing	
Business organization	Prepare business organizational chart showing departments and lines of authority	

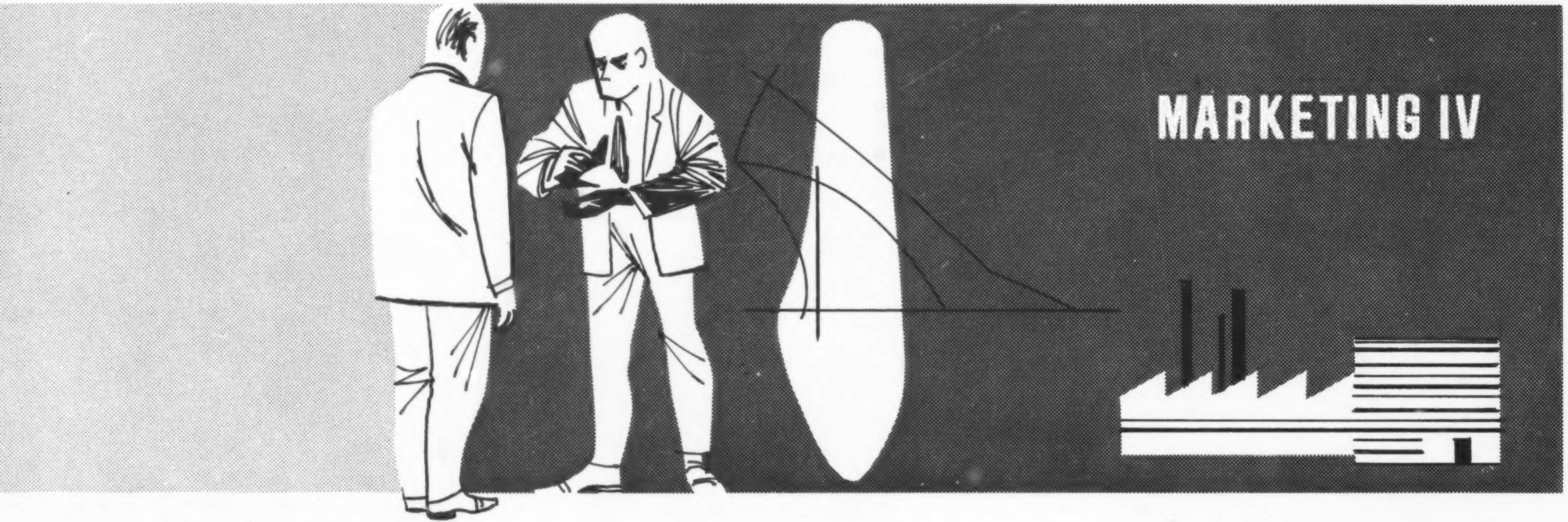
MARKETING IV - CAREER
Business Organization
Instructional Code 2.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	Prepare personnel requirements in relation to number, duties, hiring procedures, training, and wages and benefits	
Stock control	Develop order forms	
	Develop receiving and checking procedures	
	Develop marking and stock procedures	
Sales promotion	Determine advertising policy and procedures	
	Determine display policy and procedures	
Sales and services	Develop sales demonstration techniques for the product or service	
	Develop customer service policy as to credit and collection	
Records	Develop procedures to record inventory, sales and purchases, cash and expenses, and payroll	
	Develop sample profit and loss statement and balance sheet	

MARKETING IV - CAREER
Business Organization
Instructional Code 2.2

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Evaluation	Explain criteria which might show possible success or failure of business	

BUYING
FUNDAMENTALS



MARKETING IV

MARKETING IV - CAREER
Buying Fundamentals
Instructional Code 2.3

Suggested Curriculum Pattern
Senior Year
Second Semester

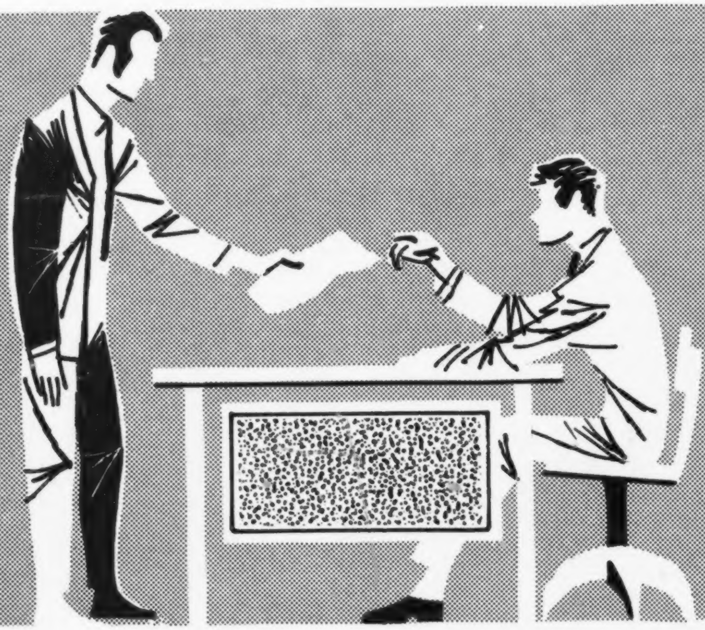
REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Duties of buyers	Explain duties of buyers in large chains, small stores, department stores.	Have class discuss how buying decisions are made at training stations.
Principles underlying good buying policies	Formulate buying policies in terms of: 1. Objectives of store 2. Choice of vendor 3. Frequency of market visits 4. Cooperative buying offices 5. Assortment 6. Customers' wants 7. Type of merchandise 8. Available funds 9. Knowledge, experience, preference of buyer 10. Business conditions 11. Seasonal, cyclical variations 12. Community needs	
How to determine customer wants - staples	Demonstrate ability to study and compile data from past sales records and basic stock list of goods including: 1. Items carried 2. Minimum quantities 3. Reorder quantities 4. Fill-ins or send-backs 5. Inventory records	Assign research projects to determine which brands are best sellers Secure buying plan forms. Demonstrate the use of these forms in determining customer wants. Demonstrate data processing stock control.

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	6. Adjustments for seasonal changes 7. Analysis of brand sales	Use resource speakers and films.
How to determine customer wants - fashion goods	Demonstrate ability to study and compile data from past sales and projected sales to give dollar value of stock by classification; determine trends in colors, sizes, styles	
How to determine customer wants, using:		
1. Returned goods and adjustment data	Determine goods or lines that are unsatisfactory.	
2. Customer inquiries and want slips	Determine which goods are requested through personal inquiry, want slips, or from salespeople.	
3. Outside sources of information	Explain use of data obtained from other stores, vendors, trade publications, surveys, judgment.	
When to buy	Explain the importance of timing in buying produce, fashion goods, staples. Explain hand-to-mouth buying and speculative buying.	

MARKETING IV - CAREER
Buying Fundamentals
Instructional Code 2.3

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Quantity to buy	Demonstrate ability to use sales estimates, competitive conditions, stock on hand, time intervals, discounts, delivery and other factors.	

JOB
SEEKING



MARKETING I, II, III, IV

MARKETING I, II, III, & IV
Creative Job-Seeking Techniques
Instructional Code 2.4

Suggested Curriculum Pattern
Incorporated Where Applicable
Throughout Program

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Techniques of self-appraisal	Answering the following eight questions about himself: 1. What things or activities have I done successfully in my life? 2. What things have I been commended for doing well? 3. What things do I really like to do? 4. What jobs have I done? When and where? 5. What tools or equipment can I operate? 6. What things or situations do I dislike? 7. What have previous employers criticized me for? 8. What kind of job do I want?	Help students to develop a "My Personal Appraisal" data sheet.
How to seek employment	Develop a prospect list by researching newspaper employment ads and the yellow pages of the telephone directory. The prospect list will contain only those companies or businesses that offer the kind of employment the student is seeking. The list should contain the following information: 1. Name of firm 2. Address 3. Phone number 4. Person to contact	Have students practice developing a job prospect list.

MARKETING I, II, III, & IV
Creative Job-Seeking Techniques
Instructional Code 2.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	5. Date 6. Remarks or follow-up	
Preparation of letters in answer to employment advertisements	Select an advertisement for employment and write a letter to apply for the job. Use previously learned techniques of written communication.	Write letters in answer to advertisements for employment. Analyze letters for effectiveness.
Job resume purpose	Recognize that a resume is a self-inventory: 1. Who you are 2. What you know 3. What you have done 4. What kind of work you want 5. Why you should be hired	Letters may be judged by an employment manager. Have students research manuals and texts for sample resumes. Students may be assigned a project to research sample outlines for resume development.
How to prepare a job resume	Develop a resume by following the seven major areas of an outline: 1. Heading a. Name b. Address c. Telephone number 2. Occupational interest and goal – job objectives in order of preference 3. Work history	Have students practice resume preparation.

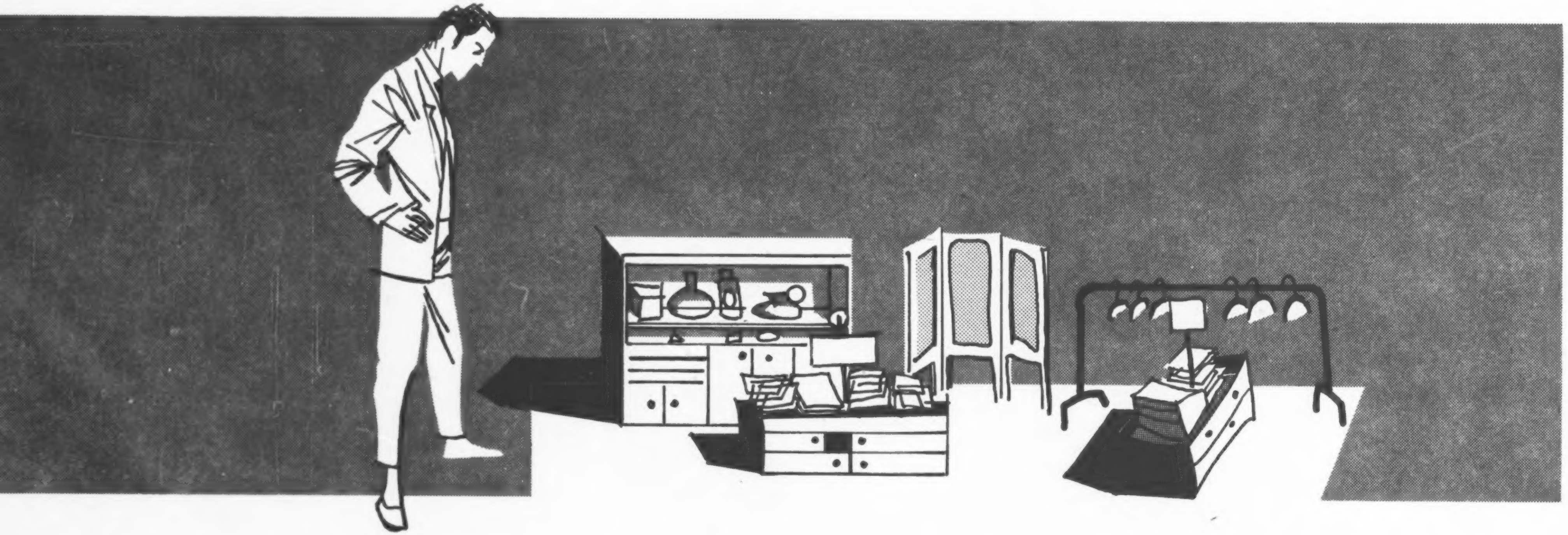
MARKETING I, II, III, & IV
Creative Job-Seeking Techniques
Instructional Code 2.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
	a. Jobs listed in inverse order as to dates of employment, employer, address, nature of business b. Job description – duties, responsibilities, accomplishments 4. Military experience a. Branch of service b. Length of service c. Duties performed d. Draft classification 5. Education a. High school b. College c. Other training or education d. Courses taken directly related to your occupational choice e. Scholarships and honors f. Extracurricular activities 6. Miscellaneous information a. Hobbies and outside interests b. Special skills such as: 1. Typing 2. Operation of business machines 3. Handling equipment 7. Personal data a. Date of birth b. Marital status and dependents c. Height and weight	

MARKETING I, II, III, & IV
Creative Job-Seeking Techniques
Instructional Code 2.4

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Writing cover letter for resume Sources of employment assistance 1. Public and private agencies 2. Labor organizations 3. Newspaper, radio, TV, etc. 4. Employee personnel managers	Write a cover letter using previously learned techniques and following the guidelines listed below: 1. Address letter to specific person when possible 2. Attract reader's attention 3. Tell your story in terms of contributions you can make to employer 4. If possible, take initiative in suggesting that you telephone for an interview 5. Use simple, direct language and correct grammar 6. Keep your letter short 7. Let your letter reflect your individuality. Avoid appearing aggressive, overbearing, familiar, or humorous	Have students practice writing cover letters, using guidelines.

INDEPENDENT STUDY



INDEPENDENT STUDY
Marketing Applied - Specific Areas
Instructional Code 2.5

Suggested Curriculum Pattern
As applicable to independent
student's needs

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
Students will spend approximately 10-15 weeks in the study of specific marketing areas of their own choosing, related to their career objectives or related to the training station work.	Apply previously learned principles and behaviors to a specific marketing area. Independent study areas will reinforce the previously learned behaviors and strengthen them in depth.	Have students study Texas manuals and kits. Suggested areas of applied marketing: 1. Service station management 2. Food service 3. Supermarket operation 4. Shoe sales training 5. Auto parts counterman training 6. Lumber and lumber products 7. Advertising and layout 8. Display merchandising 9. Credit and Collections 10. Hardware sales training 11. Furniture sales training 12. Feed and seed 13. Sporting equipment 14. Fibers and fabrics 15. Merchandise area research manual 16. Area of distribution manual 17. Stockkeeping 18. Receiving, marking, and checking 19. Fashion merchandising 20. Organization of business enterprise 21. Insurance 22. Real Estate 23. Wholesaling 24. Transportation 25. Franchising

INDEPENDENT STUDY
Marketing Applied - Specific Areas
Instructional Code 2.5

REQUIRED KNOWLEDGE	EXPECTED BEHAVIORS (SKILLS) THE STUDENT CAN	SUGGESTED LEARNING ACTIVITIES
		26. Mail order 27. Other

APPENDIX A

TASK ANALYSIS DATA

TWELVE BASIC MARKETING OCCUPATIONS

Job Title: Salesperson

1. Keeps stock neatly arranged.
2. Keeps counters and display fixtures clean and attractive.
3. Helps with arranging attractive displays of merchandise.
4. Explains merchandise benefits and qualities to customers.
5. Explains care of merchandise and demonstrates its uses.
6. Directs customers to other areas and services in the store.
7. Deals with customers on an individual basis, analyzing their needs and desires, showing and demonstrating merchandise that fills their needs, and encouraging them to make proper purchases.
8. Writes saleschecks quickly and accurately.
9. Wraps packages.
10. Replenishes floor stock from a reserve stock.
11. Rings sales on cash register.
12. Handles "closing out" procedures at day's end – rings off and clears register, totals day's receipts and turns in money to cashier.
13. Calls credit authorization to approve customer charges.
14. Suggests related items or accessories.
15. Calls attention to new merchandise and sale merchandise.
16. Trades up during a sale by emphasizing qualities of higher priced merchandise.
17. Advises customer as to current fashions and styles.
18. Assists customer in trying on and fitting garments.
19. Calls fitter or makes appointment for fitting if alterations are needed.
20. Sells by telephone.
21. Gives customer cash refund or charge credit on returns of merchandise.
22. Takes inventory of stock annually or biannually.
23. Takes stock counts as directed by supervisor.
24. Informs buyer or supervisor of stocks that are low.
25. Informs buyer of customer wants.
26. Trains new salespeople on the job.

Job Title: Stockperson

1. Arranges stock in stockroom according to predetermined plan.
2. Checks quantity and condition of incoming stock.
3. Attaches price tags to stock.
4. Carries stock from stockroom to sales floor as required.
5. Keeps stockroom clean.
6. Helps to rearrange merchandise on sales floor.
7. Runs errands.
8. Hangs up garments taken down by sales people.
9. Fills orders for stock from sales floor.
10. Reports damaged stock to supervisor.
11. Reports any error in quantity of incoming stock to supervisor.
12. Assists in unloading truck on sales floor and placing merchandise on counters.
13. Assists in taking inventories of stock.
14. Wraps or packs merchandise for return to vendors.
15. Takes merchandise to "Will-Call" or "Lay-Away" department.
16. Retickets merchandise.

Job Title: Credit Interviewer

1. Personally interviews persons applying for charge accounts.
2. Helps individuals fill out application forms.
3. Investigates applicants' credit records.
4. Obtains information from credit bureaus, references, and other stores with whom the credit applicant has accounts.
5. Sends form letters advising individuals whether their accounts have been accepted.
6. Supplies information to credit bureaus and credit bureau members.
7. Explains types of accounts to credit applicants.
8. Converts or transfers accounts from one type to another.
9. Answers customer complaints on billing.
10. Changes charge addresses for customers.
11. Explains limits and terms of different types of accounts to customers.
12. Discusses delinquent accounts with customers.
13. Sells gift certificates, especially at Christmas.
14. Informs customers by mail that complaints have been corrected or adjusted.
15. Helps with customer billing, sending out statements.
16. Helps process bill payments made by mail.
17. Itemizes charge accounts on microfilm.
18. Sends letters to closed ledger accounts encouraging desirable customers to reopen accounts.

Job Title: Receiving Clerk

1. Receives incoming shipments of merchandise.
2. Tallies invoices, bills of lading, or delivery tickets.
3. Determines discrepancies, losses, and damages.
4. Marks identification on packages.
5. Routes packages to proper departments.
6. Keeps a written record of all entering merchandise.
7. Writes duplicate discrepancy report when shipment and bill of lading, ticket, or invoice do not agree.
8. Marks on package apron number and number of packages in shipment.
9. Signs postal receipts.
10. Uncrates merchandise.

Job Title: Marker/Stockman

1. Marks or tickets merchandise by hand or with marking equipment.
2. Receives and checks merchandise shipments for quantities, condition, etc.
3. Reports merchandise shortages to supervisor.
4. Transfers merchandise from stockroom to selling departments.
5. Maintains orderly and accessible stock in the stockroom area.
6. Packs damaged merchandise and ships back to manufacturers.
7. Assists with customer pickup and delivery service.
8. Takes stock counts of merchandise in stockroom.

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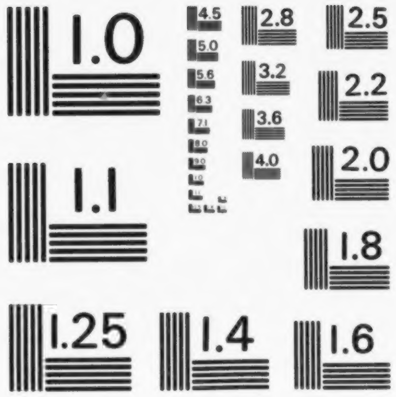
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Job Title: Professional Salesperson (Entry)

1. Specializes in selling a certain type of merchandise or group of related merchandise.
2. Develops a customer following (clientele), who can be called and informed of new merchandise.
3. Is adept at suggestion selling and nearly always increases the amount of the sale.
4. Informs buyer of stock shortages and merchandise running low.
5. Keeps stock neatly arranged.
6. Keeps counters and display fixtures clean and attractive.
7. Helps arrange attractive displays of merchandise in the department.
8. Explains merchandise benefits and qualities.
9. Explains care of merchandise and demonstrates its uses.
10. Directs customers to other areas and services in the store.
11. Deals with customers on an individual basis, analyzing their needs and desires, showing and demonstrating merchandise that fills their needs, and encouraging them to make proper purchases.
12. Writes sales checks quickly and accurately.
13. Wraps packages.
14. Replenishes floor stock from a reserve stock.
15. Rings sales on cash register.
16. Handles "closing out" procedures at day's end – rings off and clears register, totals day's receipts, and turns in money to cashier.
17. Calls credit authorization to approve customer charges.
18. Calls attention to new merchandise and to sale merchandise.
19. Trades up during a sale by emphasizing qualities of higher priced merchandise.
20. Advises customer as to current fashions and styles.
21. Assists customer in trying on and fitting garments.
22. Calls fitter or makes appointment for fitting if alterations are needed.
23. Sells by telephone.
24. Gives customer cash refund or charge credit on returns of merchandise.
25. Takes inventory of stock.

Job Title: Grocery Clerk

1. Assists customers in locating merchandise.
2. Refers customers' complaints and requests to manager.
3. Bags groceries and assists customers out of store.
4. Gathers merchandise from stockroom for stocking of dry groceries.
5. Checks inventory on shelves to determine items needed from stockroom.
6. Cuts or opens full cases of merchandise for price marking.
7. Price-marks dry groceries by using price catalog.
8. Price-marks groceries by using invoice copies from the warehouse.
9. Stamps price on each item of merchandise using price stamper.
10. Places priced items on shelves where needed.
11. Disposes of empty cartons by burning them, wrapping them in bundles for salvage, or throwing them on refuse pile.
12. Puts empty cartons in designated area near check lanes for customer use.
13. Blocks and faces dry groceries on shelves for better sales presentation.
14. Cleans shelves and dusts stock.
15. Changes any incorrect prices on grocery items.
16. Makes price changes on grocery items on direction of supervisor.
17. Builds displays of featured items in designated areas, such as end of aisle, center of aisle, and front of the store, as directed by supervisor.
18. Uses stacking technique, dumping technique, or cut-case technique to build displays.
19. Gathers merchandise from stockroom for building displays.
20. Paints and letters signs for displays.
21. Places special promotional material on displays and windows.
22. Dismantles displays and puts merchandise on grocery shelves or in stockroom.
23. Rotates coded items on grocery shelves so that older merchandise is sold first.
24. Rotates coded cases of merchandise in stockroom so that older cases are brought to the salesfloor first.
25. Unloads warehouse truck and places grocery items in proper stockroom position.
26. Disposes of damaged or spoiled merchandise as directed by supervisor.
27. Checks warehouse deliveries for proper quantities and items.
28. Acts as cashier when assigned.
29. Sorts and racks beverage bottles.
30. Unloads and checks dairy and frozen food deliveries.
31. Inspects refrigeration cases for correct temperature.
32. Sweeps, mops, waxes, and buffs floors in grocery area.
33. Reports pilferage or theft to manager or security officer.
34. Arranges and marks stockroom merchandise for physical inventory.
35. Checks pricing of merchandise using price book.
36. Cleans dairy, frozen food, and ice cream refrigeration cases.
37. Attends store meetings.

Job Title: Automobile Service Station Attendant

1. Greets customers and inquires about their needs.
2. Pumps gasoline.
3. Checks water in car radiator and battery.
4. Cleans car windshields.
5. Checks car engine's oil level.
6. Checks tires for correct air pressure.
7. Washes and waxes cars.
8. Sells automobile tires, batteries, seat covers, and other accessories.
9. Indicates to customer the amount due for service rendered; makes change or writes charge slip when credit card is used.
10. Lubricates cars.
11. Rotates tires.
12. Replaces mufflers.
13. Charges batteries.
14. Drives customer's car between service station and customer's home or business.
15. Drives tow truck to stalled car on highway to make minor repairs.
16. Gives information to customers regarding local roads, highways, and points of interest.
17. Puts on and takes off snow chains.
18. Helps train new employees.
19. Checks stock supply for reordering.
20. Helps keep service station and rest-rooms clean.

Job Title: Produce Clerk

1. Unloads produce deliveries from supplier's or warehouse truck.
2. Checks deliveries for proper quantities and weights.
3. Checks deliveries for proper quality and freshness.
4. Informs head produce clerk of improper quality, quantity, or weight of merchandise.
5. Opens boxes and containers for preparation of produce displays.
6. Prepares produce for display by washing, trimming, and separating bulk produce.
7. Packages produce items using treated film and trays.
8. Bunches and bands select produce items in sizes and weights as directed by head produce clerk.
9. Weighs and prices select produce items for display.
10. Bags, weighs, and prices select produce items using treated bags.
11. Sets up dry and refrigerated produce racks according to layout assignment by head produce clerk.
12. Checks produce items for spoilage and removes spoiled items for disposal or price reduction.
13. Reduces price of distressed or spoiled produce, and displays according to direction of head produce clerk.
14. Reworks and trims unsold items for maximum freshness.
15. Rotates all produce items for maximum freshness.
16. Freshens wet produce by using water or ice.
17. Places price cards or markers on produce racks as required.
18. Paints and prepares special display signs.
19. Decorates produce department with display materials.
20. Assists customers in selecting and weighing produce.
21. Bags and price-marks produce after weighing produce for customer.
22. Assists customers in finding items in other departments of the store.
23. Explains and suggests uses of produce and possible cooking techniques to customers.

Job Title: Checker (Cashier)

1. Rings up purchases of merchandise on cash register, guided by prices marked on each item.
2. Rings items on proper departmental key.
3. Makes correct change and counts it out to the customer.
4. Accepts checks from customers according to policy of store.
5. Receives approval on check cashing from head cashier or manager.
6. Reports and records register errors on proper form.
7. Turns in error form to head cashier after work period.
8. Receives valid redeemable consumer coupons and reimburses customer accordingly.
9. Credits customer for returned bottles and reports this exchange on proper form.
10. Cleans check-out counter and equipment.
11. Stocks cigarettes and sundry items located at check-out counter.
12. Reports customer requests and complaints to the manager.
13. Stocks specific grocery sections as assigned by store manager.
14. Orders merchandise for specific grocery sections.
15. Reports bagging supply requirements to store manager.
16. Reports cash drawer requirements to head cashier.
17. Reports suspected cash drawer overages and shortages to head cashier.
18. Advises customers on special promotional merchandise.
19. Changes cash register tapes.
20. Gives cash drawer and special reports to head cashier at end of work period.
21. Arranges cash drawer to include coupons, checks, and special report forms at end of work period.
22. Maintains familiarity with store layout in order to direct customers.
23. Bags customer orders for carry out.
24. Requests bagging assistants (bag boys).
25. Reports theft and pilferage to store manager.
26. Reports improper pricing to store manager.
27. Reports out-of-stock items to store manager.
28. Reports malfunction of check-out equipment to head cashier.
29. Attends store meetings as required.

Job Title: Office Clerk

1. Prepares payrolls.
2. Maintains open-order files.
3. Receives and clears invoices for payment.
4. Acts as receptionist, taking messages and making appointments.
5. Attends telephone switchboard – answers and routes calls and places outgoing calls.
6. Performs general office and clerical tasks.
7. Maintains store personnel records.
8. Types letters and memoranda.
9. Prepares regular reports and records.
10. Reads registers and makes sales reports.
11. Maintains advertising records.
12. Handles employee purchases.
13. Counts and distributes money and cash banks for cash registers.
14. Works on salesfloor when necessary.
15. Relieves checkout cashiers.
16. Makes cash pickups during the day from checkout cashiers.
17. Checks on and pays freight bills.
18. Checks on arrival of merchandise before ads appear.
19. Makes bank deposits.
20. Checks and files price changes against new price listing.
21. Sends price change reports to regional and home offices.
22. Extends figures from physical inventories.

Job Title: Display Helper

1. Gathers merchandise from various departments for window displays.
2. Returns merchandise to departments after displays are dismantled.
3. Helps set up window displays under the direction of the display assistant or manager.
4. Hangs and helps set up interior store decorations.
5. Helps carry equipment, such as ladders and staplers, for setting up displays.
6. Helps make background pieces and signs.
7. Helps dismantle displays.
8. Runs errands.
9. Dresses mannequins for displays.
10. Stores display fixtures and supplies.
11. Presses clothing for displays.

QUESTIONNAIRE ON MARKETING TASKS FOR ENTRY-LEVEL EMPLOYMENT

			Always	Occa-sionally	Never
1.	(12)	Keeps working area clean and attractive.			
2.	(12)	Explains care and use of merchandise.			
3.	(12)	Reports pilferage or theft to manager or security officer.			
4.	(12)	Attends store meetings.			
5.	(10)	Gives customers directions.			
6.	(10)	Keeps stock neatly arranged.			
7.	(10)	Helps with displaying merchandise.			
8.	(9)	Replenishes floor stock from reserve stock.			
9.	(9)	Reads your own and competitors' newspaper ads.			
10.	(9)	Buys competitors' advertised merchandise for price and quality comparison.			
11.	(9)	Cleans, dusts, and covers stock.			
12.	(9)	Gives customer cash refunds or charge credits.			
13.	(8)	Makes mark-ups and mark-downs.			
14.	(8)	Checks department for depleted stock.			
15.	(8)	Fills in floor fixtures or bins.			
16.	(8)	Rearranges stock in department.			
17.	(8)	Takes stock counts.			
18.	(8)	Takes physical stock inventory.			
19.	(8)	Checks on and inspects stock for damage or shortages.			
20.	(8)	Tickets or marks stock.			
21.	(8)	Makes exchanges for customers.			
22.	(8)	Explains merchandise benefits and qualities			
23.	(8)	Explains care and use of merchandise.			
24.	(8)	Wraps merchandise.			
25.	(8)	Informs buyer of customer wants.			
26.	(8)	Sets up department displays of merchandise determined by buyer.			
27.	(8)	Sets up department displays of sale items.			
28.	(8)	Sets up merchandise on shelves or floor attractively and neatly.			
29.	(8)	Returns display merchandise to stock.			
30.	(8)	Coordinates displays.			
31.	(8)	Supplies customers information on advertised items.			
32.	(8)	Displays advertised merchandise in the department.			
33.	(7)	Calls attention to sales and new merchandise.			
34.	(7)	Advises customer as to current trends.			

			Always	Occasionally	Never
35.	(7)	Gives customer cash refund or charge credit on return of merchandise.			
36.	(7)	Informs buyer of low stock.			
37.	(7)	Trains new sales people on job.			
38.	(7)	Helps rearrange departments.			
39.	(7)	Aids in promoting advertised merchandise.			
40.	(7)	Adds racks or fixtures to the departments as needed.			
41.	(7)	Places size markers on racks.			
42.	(7)	Adjusts customer complaints.			
43.	(7)	Supplies customer with information by telephone.			
44.	(7)	Checks quantity and condition of incoming stock.			
45.	(7)	Reports errors in incoming stock.			
46.	(7)	Retickets merchandise.			
47.	(7)	Returns the merchandise to stock from dismantled displays.			
48.	(7)	Fills in stockroom.			
49.	(7)	Rings items on departmental key.			
50.	(7)	Promotes the place of business by giving immediate and courteous service to customers.			
51.	(7)	Promotes the place of business by offering customers free or voluntary services.			
52.	(7)	Participates in dealer cooperative advertised programs.			
53.	(7)	Keeps informed of national and regional advertising program of supplier.			
54.	(6)	Replaces or repairs old or broken equipment.			
55.	(6)	Makes correct change and counts it out to the customer.			
56.	(6)	Turns in error form to head cashier after work period.			
57.	(6)	Receives valid redeemable consumer coupons and reimburses customer accordingly.			
58.	(6)	Changes cash register tapes.			
59.	(6)	Carries packages to customers' cars.			
60.	(6)	Coordinates displays with ads.			
61.	(6)	Deals with customers on an individual basis, analyzing their needs and desires, showing and demonstrating merchandise to fulfill their needs, and properly guiding them into the purchasing of the merchandise.			
62.	(6)	Writes sales checks quickly and accurately.			
63.	(6)	Trades up during a sale by emphasizing quality or quantity.			
64.	(6)	Uses the proper type price ticket (gum, pin, string) in marking merchandise.			
65.	(6)	Tallies invoices, bills of lading or delivery tickets.			
66.	(5)	Reports and records register errors on proper form.			

			Always	Occa-sionally	Never
67.	(5)	Makes minor repairs to merchandise.			
68.	(5)	Assists with customer returns by unpacking the merchandise and returning it to stock.			
69.	(5)	Operates cash register.			
70.	(5)	Handles "closing-out" procedures.			
71.	(5)	Calls credit authorization to approve customer charges.			
72.	(5)	Suggests related items or accessories.			
73.	(5)	Calls customers when new merchandise has arrived.			
74.	(5)	Builds displays of featured items in designated areas, such as end of aisle, center of aisle and the front of the store as directed by the supervisor.			
75.	(5)	Uses stacking technique to build displays.			
76.	(5)	Paints and letters signs for displays.			
77.	(5)	Helps close the store.			
78.	(5)	Sets up island displays or ledge displays.			
79.	(5)	Posts copy of ad for salespeople's information.			
80.	(5)	Uncrates merchandise.			
81.	(5)	Sends invoices to bookkeeping office.			
82.	(5)	Gathers merchandise from various departments for window displays.			
83.	(5)	Hangs and helps set up interior store decorations.			
84.	(5)	Places ads (tear sheets) in strategic areas in store.			
85.	(4)	Gives trading stamps or premiums on trade.			
86.	(4)	Makes tickets for merchandise with correct information.			
87.	(4)	Gives demonstrations.			
88.	(4)	Sells by telephone.			
89.	(4)	Does comparison shopping.			
90.	(4)	Maintains customer card file.			
91.	(4)	Fills telephone or mail orders in response to ads.			
92.	(4)	Rotates coded cases of merchandise in stockroom so that older cases are brought to the salesfloor first.			
93.	(4)	Rotates coded items on grocery shelves so that older merchandise is sold first.			
94.	(4)	Color coordinates department displays with floor-wide or store-wide themes.			
95.	(4)	Orders merchandise to back-up ad.			
96.	(4)	Marks identification on packages.			
97.	(4)	Helps make background pieces and signs.			
98.	(4)	Discusses delinquent accounts with customers.			
99.	(4)	Informs customers by mail that complaints have been corrected or adjusted.			
100.	(3)	Handles employee purchases.			
101.	(3)	Takes merchandise to lay-away department			
102.	(3)	Keeps a written record of all entering merchandise.			
103.	(3)	Helps backstage with fashion shows.			

			Always	Occasionally	Never
104.	(3)	Changes charge addresses for customers.			
105.	(3)	Explains limits and terms of different type accounts to customers.			
106.	(3)	Sells gift certificates, especially at Christmas.			
107.	(3)	Helps with customer billing, sending out statements.			
108.	(3)	Helps process payment of bills made by mail.			

EMPLOYER-EMPLOYEE TASK ANALYSIS
VALIDATION

		VALIDATION
I.	**STORE SECURITY**	
3.	Reports pilferage or theft to manager or security officer.	(1)
77.	Helps close the store.	(4)
II.	**JOB HABITS**	
1.	Keeps working area clean and attractive.	(1)
11.	Cleans, dusts, and covers stock.	(1)
5.	Gives customers directions.	(2)
III.	**CASHIER**	
50.	Promotes the place of business by giving immediate and courteous service to customers.	(1)
56.	Turns in error form to head cashier after work period.	(2)
24.	Wraps merchandise.	(3)
35.	Gives customer cash refund or charge credit on return of merchandise.	(3)
49.	Rings items on departmental key.	(3)
58.	Changes cash register tapes.	(3)
66.	Reports and records register errors on proper form.	(3)
69.	Operates cash register.	(3)
70.	Handles "closing-out" procedures.	(3)
IV.	**STOCK CONTROL**	
6.	Keeps stock neatly arranged.	(2)
8.	Replenishes floor stock from reserve stock.	(2)
14.	Checks department for depleted stock.	(2)
18.	Takes physical stock inventory.	(2)
19.	Checks on and inspects stock for damages or shortages.	(2)
64.	Uses the proper type price ticket (gum, pin, string) in marking merchandise.	(3)
95.	Orders merchandise to back-up ad.	(3)
20.	Tickets or marks stock.	(2)
41.	Places size markers on racks.	(2)
45.	Reports errors in incoming stock.	(2)
46.	Retickets merchandise.	(2)
96.	Marks identification on packages.	(3)
97.	Helps make background pieces and signs.	(3)
68.	Assists with customer returns by unpacking the merchandise and returning it to stock.	(2)
80.	Uncrates merchandise.	(2)
92.	Rotates coded cases of merchandise in stockroom so that older cases are brought to the salesfloor first.	(2)
15.	Fills in floor fixtures or bins.	(3)
16.	Rearranges stock in department.	(3)

		VALIDATION
93.	Rotates coded items on shelves so that older merchandise is sold first.	(4)
17.	Takes stock counts.	(3)
44.	Checks quantity and condition of incoming stock.	(3)
48.	Fills in stockroom.	(3)
86.	Makes tickets for merchandise with correct information.	(3)

V. STORE LAY-OUT

38.	Helps rearrange departments.	(3)
40.	Adds racks or fixtures to the departments as needed.	(4)
81.	Sends invoices to bookkeeping office.	(4)

VI. DISPLAY

7.	Helps with displaying merchandise.	(2)
26.	Sets up department displays of merchandise determined by buyer.	(2)
28.	Sets up merchandise on shelves or floor attractively and neatly.	(2)
31.	Displays advertised merchandise in the department.	(2)
47.	Returns the merchandise to stock from dismantled displays.	(2)
75.	Uses stacking technique to build displays.	(2)
27.	Sets up department displays of sale items.	(3)
30.	Coordinates displays.	(3)
60.	Coordinates displays with ads.	(3)
74.	Builds displays of featured items in designated areas, such as end of aisle, center of aisle, and the front of the store as directed by supervisor.	(3)
76.	Paints and letters signs for displays.	(3)
78.	Sets up island displays or ledge displays.	(3)
82.	Gathers merchandise from various departments for window displays.	(3)
94.	Color coordinates department displays with floor-wide or store-wide themes.	(3)
83.	Hangs and helps set up interior store decorations.	(4)
84.	Places ads (tear sheets) in strategic areas in store.	(4)

VII. ADVERTISING

9.	Reads your own and competitors' newspaper ads.	(2)
39.	Aids to promote advertised merchandise.	(3)
53.	Keeps informed of national and regional advertising program of supplier.	(3)
52.	Participates in dealer cooperative advertised programs.	(4)

VIII. CUSTOMER SERVICE

51.	Promotes the place of business by offering customers free or voluntary services.	(2)

		VALIDATION
42.	Adjusts customer complaints.	(3)
59.	Carries packages to customers' cars.	(3)
101.	Takes merchandise to lay-away department.	(4)
IX.	**PERSONNEL RELATIONS**	
37.	Trains new sales people on job.	(2)
4.	Attends store meetings.	(3)
X.	**CREDIT**	
71.	Calls credit authorization to approve customer charges.	(2)
98.	Discusses delinquent accounts with customers.	(4)
XI.	**PRICING**	
13.	Makes mark-ups and mark-downs.	(3)
XII.	**SALESMANSHIP**	
2.	Explains care and use of merchandise.	(2)
22.	Explains merchandise benefits and qualities.	(1)
63.	Trades up during a sale by emphasizing quality or quantity.	(1)
72.	Suggests related items or accessories.	(1)
91.	Fills telephone or mail orders in response to ads.	(3)
21.	Makes exchanges for customers.	(2)
23.	Explains care and use of merchandise.	(2)
25.	Informs buyer of customer wants.	(2)
31.	Supplies customers information on advertised items.	(2)
33.	Calls attention to sales and new merchandise.	(2)
34.	Advises customer as to current trends.	(2)
36.	Informs buyer of low stock.	(2)
43.	Supplies customer with information by telephone.	(2)
61.	Deals with customers on an individual basis, analyzing their needs and desires, showing and demonstrating merchandise that meets their needs, and encouraging them to make proper purchases.	(2)
62.	Writes sales checks quickly and accurately.	(2)
73.	Calls customers when new merchandise has arrived.	(2)
16.	Rearranges stock in department.	(3)
54.	Replaces or repairs old or broken equipment.	(3)
57.	Receives valid redeemable consumer coupons and reimburses customer accordingly.	(3)
67.	Makes minor repairs to merchandise.	(3)
87.	Gives demonstrations.	(3)
88.	Sells by telephone.	(3)
90.	Maintains customer card file.	(3)
100.	Handles employee purchases.	(3)
105.	Explains limits and terms of different type accounts to customers.	(3)

		VALIDATION
10.	Buys competitors' advertised merchandise for price and quality comparison.	(4)
79.	Posts copy of ad for salespeople's information.	(4)
89.	Does comparison shopping.	(4)
93.	Rotates coded items on shelves so that older merchandise is sold first.	(4)

APPENDIX B

FACILITIES AND EQUIPMENT

Excerpts from
Facilities and Equipment for Distributive Education Programs. Department of Distributive Education, School of Applied Arts and Sciences, Western Michigan University, Kalamazoo, Michigan.

FACILITIES

Distributive educators will need space, equipment, and supplies to carry out the marketing cluster program. One of the most useful and current guides to facilities and equipment planning is *Facilities and Equipment for Distributive Education Programs* published by the Department of Distributive Education, School of Applied Arts and Sciences, Western Michigan University, Kalamazoo, Michigan. The research and preparation of the guide was supported by a grant from the Sears-Roebuck Foundation. The booklet serves as a guide to space requirements and necessary equipment and supplies related to the activities of a good distributive education program. Illustrations of the various pieces of equipment are also included.

Information from this booklet is included here. It is recommended that those responsible for programs write for copies to use as an aid in planning.

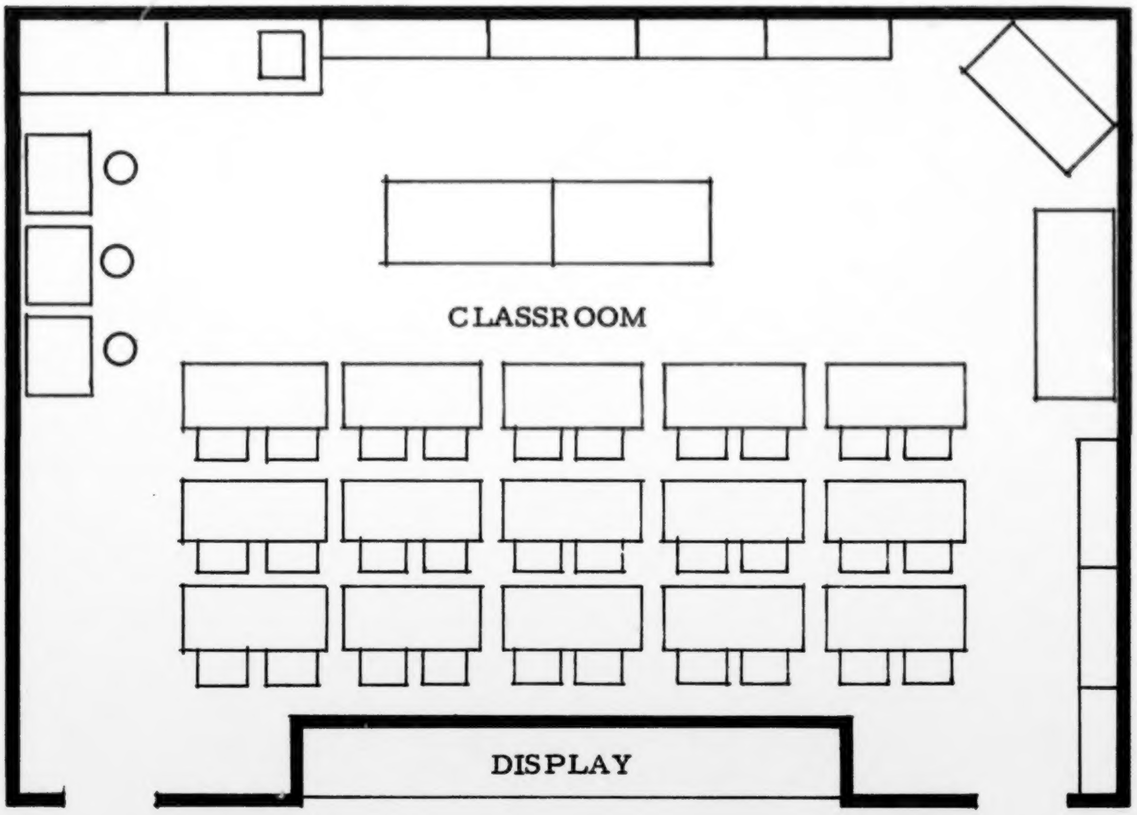
FACILITY USAGE

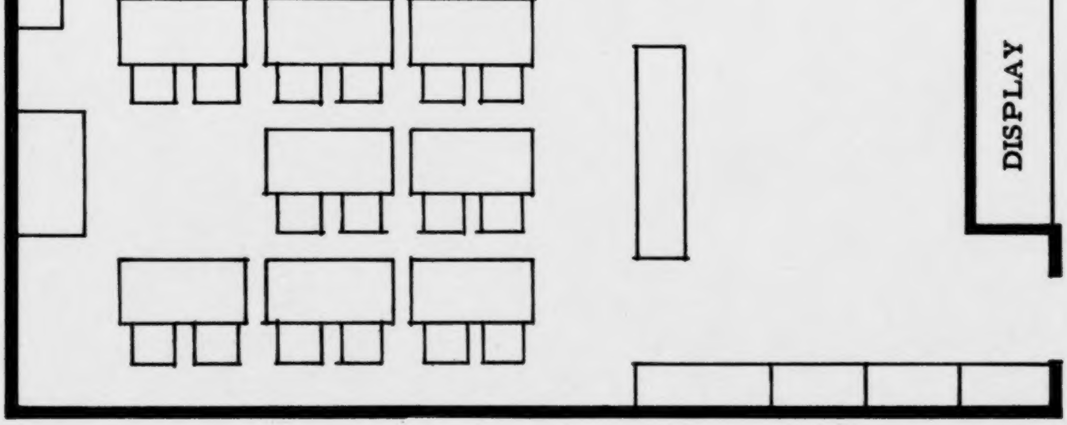
Facilities planning begins with educational specifications which can be translated into space and facilities requirements. The major activities to provide for in a comprehensive distributive education program facility include:

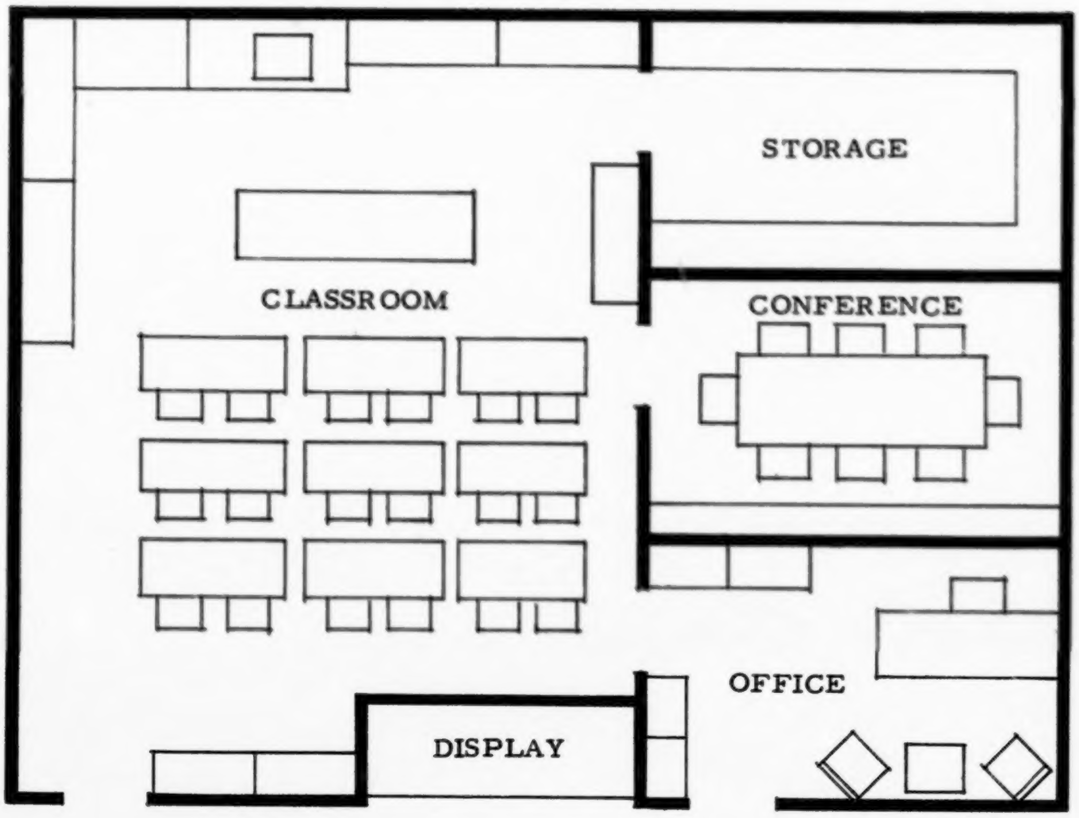
1. Conducting routine classroom activities
2. Planning and building displays
3. Planning and preparing advertising
4. Conducting sales demonstrations
5. Analyzing and testing merchandise
6. Teaching systems
7. Modeling and grooming
8. Operating school store
9. Preparing show cards
10. Counseling students
11. Conducting student club activities
12. Receiving and contacting the public
13. Administering the program
14. Studying in a materials and reference area
15. Other activities, including communications, mathematics, and safety

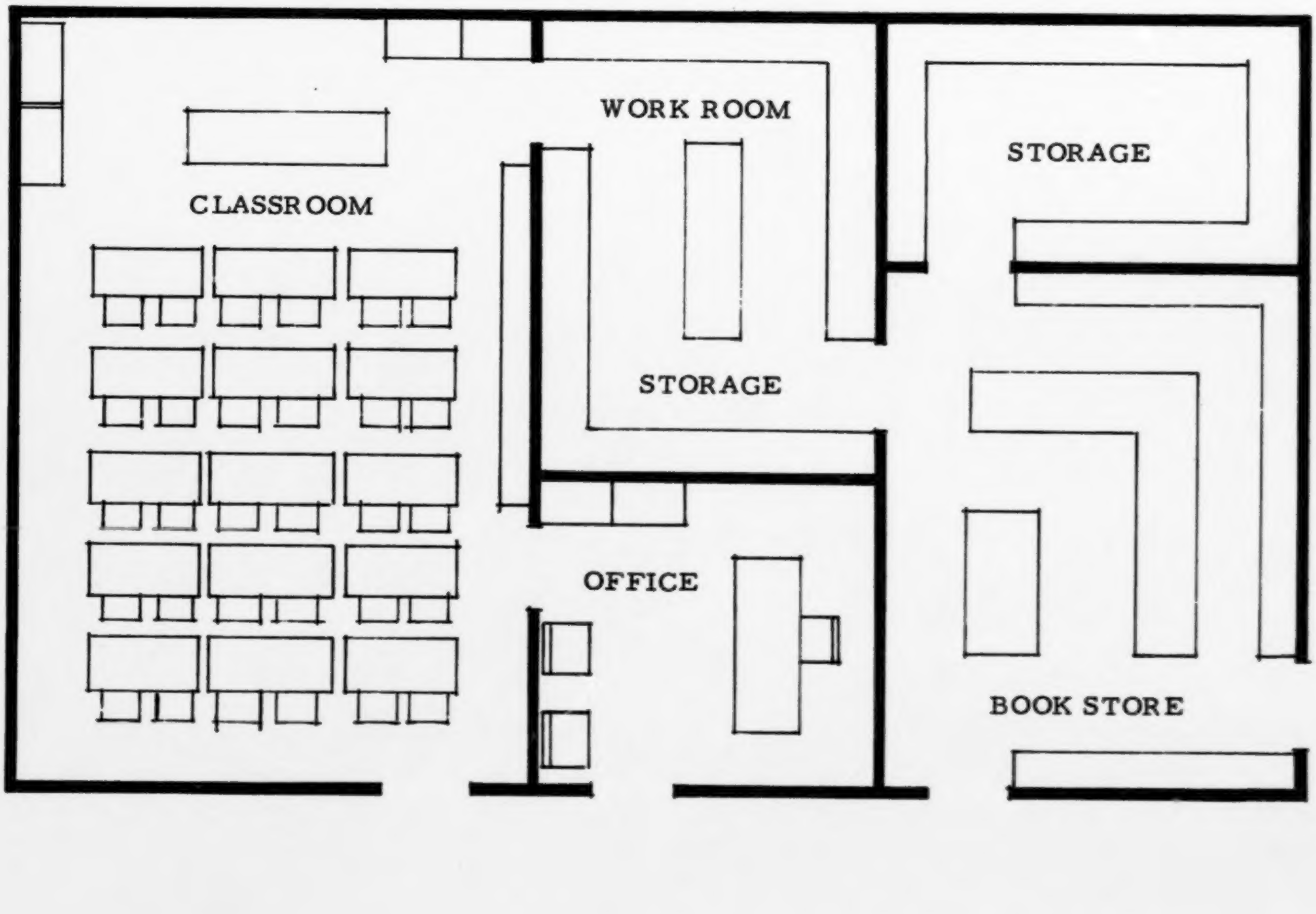
Sample Classroom Layouts

Floor plans, starting with a simple one-room layout and progressing to more complex designs, are illustrated below and on the following pages.


CLASSROOM
DISPLAY


CLASSROOM
WORK ROOM
DISPLAY


STORAGE
CLASSROOM
CONFERENCE
OFFICE
DISPLAY


WORK ROOM
STORAGE
CLASSROOM
STORAGE
OFFICE
BOOK STORE

EQUIPMENT

Decisions about what equipment will best meet the needs of the distributive education program should be based on program objectives. The consultants who contributed to the facility and equipment recommendations used this approach in developing their recommendations. The following pages are reproductions from *Facilities and Equipment for Distributive Education Programs.* These lists of facilities and equipment relate to the section on facility usage described previously.

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR ALL DISTRIBUTIVE EDUCATION CLASSROOMS

Facilities

- Space for 30 students - tables and chairs
- Additional space for demonstrations and equipment

Equipment

- Tables and chairs for 30 students
- 1 table and chair for teacher
- 1 lectern
- 1 room divider or screen
- 1 clock
- Sufficient pegboards, tackboards, and chalkboards
- Audio-visual equipment
- 2 wastebaskets

Supplies

- Chalk, pins, thumbtacks, and other general supplies needed for conducting classes

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR TEACHING DISPLAY

Facilities

- Space to conduct three major areas of student activity
- Storage space for equipment

Equipment

- 2 floor units with full vertical flexibility
- 2 self-standing wall sections
- 2 shadow box display cases
- 1 simulated display window base
- 1 or more exterior showcases or display windows
- 2 folding promotional tables
- Apparel forms
    - Full size mannequins
    - Torso forms
    - Half shell forms
    - Specific forms, e.g., hands, feet, head, etc.
- Card and sign holders
- Pegboards, tackboards, and chalkboards
- Staple gun and staples
- Vacuum cleaner (hand type)

Supplies

- Display fixture parts and accessories
- Hooks and brackets for pegboard and shelves
- Spotlights
- Extension cords
- Tools and tool box
- Cleaning supplies
- Colored paper, cloth, cardboard for display construction
- Other general supplies

MAJOR EQUIPMENT AND SUPPLIES ESSENTIAL FOR PRESENTING A UNIT ON ADVERTISING

Facilities
- Space for 3 or 4 art desks plus the regular classroom
- Space for storing advertising materials (file cabinet)

Equipment
- 3 or 4 art desks - (slant top) and stools
- 2 large tables (promotional tables)
- 1 cabinet with sink
- 1 flannel board
- Bulletin boards and chalkboards

Supplies
- Advertising mats
- Ink (blue, black, and India)
- T-squares and triangles
- Graph paper
- Show card color brushes
- Show card colors (box)
- Other supplies (large sheets of paper, display magazines, etc.)

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR AN EFFECTIVE UNIT ON SALESMANSHIP

Facilities

- Space for preparation and presentation
- Space for equipment storage

Equipment

- Display fixtures (floor units, wall units, display case, etc.)
- Apparel forms (planned assortment)
- Card and sign holders
- 1 mirror and dressing area divider - 3-way if desired
- 1 cash register with money
- Tele-trainer unit from local telephone company
- 1 adding machine
- 1 tape recorder
- 1 movie camera
- 1 credit card imprinter

Supplies

- Sample merchandise
- Card, sign, and ticket materials
- Forms for evaluation and procedure for the sale of the merchandise

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES NEEDED FOR THE ACTIVITY OF ANALYZING AND TESTING MERCHANDISE

Facilities

- Conventional laboratory-classroom space
- Space for sink and cabinets

Equipment

- Cabinet with sink and chemical resistant top
- Cabinet with storage adjacent to above
- Measuring and weighing devices
- Microscope
- Magnifying glass
- Fire extinguisher
- Gas burner
- Exhaust system
- Reference books
- Individual pic glasses

Supplies

- Material swatches
- Sample merchandise such as canned foods and articles of clothing (for examination)
- Dummy boxes, containers, and packages (with labels)
- Miscellaneous utensils for above equipment (gloves, safety glasses, etc.)

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR TEACHING SYSTEMS AND OPERATIONS

Facilities
- Space for 30 student tables and chairs
- Space for the operation of machines
- Space for mobile check-out counter

Equipment
- Cash register with change
- Check-out counter
- 2 folding tables for miscellaneous machines
- 1 credit card imprinter
- 1 addressing machine
- 1 adding machine
- 1 marking machine
- 1 price marker
- Bulletin board for displaying procedures

Supplies
- Systems manuals
- Records, forms, and reports related to systems
- Wrapping and packaging supplies
- Samples of local store forms and records
- Assortment of price tickets

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR PRESENTING A UNIT ON MODELING AND GROOMING

Facilities

- Space for display of properly dressed manequins, etc.
- Space for role-playing activities
- Space for dressing area

Equipment

- Full length mirror
- Small dressing area divider
- Wash bowl and adjacent counter
- Assorted apparel forms
- One lectern for speakers
- Camera for photographing examples
- Necessary audio-visual equipment

Supplies

- Grooming charts
- Garment cleaning supplies
- Shoe shine equipment
- Representative photographs
- Accessories for interviews and demonstrations
  - Extreme
  - Sensible

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR EFFICIENT AND EFFECTIVE SCHOOL STORE OPERATION

Facilities
- Space for school store operation
- Space for merchandise storage

Equipment
- 2 showcases
- 2 wall units
- Shelves and counters as needed
- Cash register
- Safe or strong box
- Tackboards and pegboards
- Accessories for above display equipment
- 2 large wastebaskets

Supplies
- Merchandise (school supplies)
- Records, reports, and bookkeeping forms
- Bags, wrapping paper, and other materials
- Additional supplies necessary for store operation (signs, tags, etc.)

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES NECESSARY FOR THE PREPARATION OF SHOW CARDS

Facilities
- Space for 3 or 4 art desks
- Space for equipment and supply storage
- Counter space for machines and supplies

Equipment
- 3 or 4 art desks and stools
- 2 folding tables
- Cutting equipment
  - Paper cutter
  - Scissors
  - Straight edge
- Cabinet with sink
- Bulletin boards for show cards
- Sign painting machine

Supplies
- Poster board (assorted colors, sizes, and weights)
- Painting and lettering brushes
- Stencil and letter outlines
- Spray paint
- Felt pens
- Cleaning fluid

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES NECESSARY FOR EFFECTIVE COUNSELING ACTIVITIES

Facilities

- Coordinator's office space
- Conventional laboratory classroom space
- Conference space (materials and reference area)

Equipment

- 1 coordinator's desk and chair
- 3 guest chairs
- 1 table or desk for secretary
- 2 file cabinets
- 1 bookcase
- 1 bulletin board
- Shelves and brochure display racks
- Necessary audio-visual equipment
- 1 wastebasket

Supplies

- Career books, pamphlets, and brochures
- Working permits, withholding, and other legal forms
- Miscellaneous materials obtained from local community

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES RECOMMENDED FOR A STUDENT CLUB

Facilities

- Laboratory-classroom space
- Storage space for club materials

Equipment

- Tables and chairs for 30 students
- 1 shadow box
- Display shelves and racks for club projects
- 1 lectern
- Bulletin board
- 1 post card duplicator
- 1 file cabinet or metal storage cabinet

Supplies

- Club emblems, banners, and supplies
- Parliamentary procedure book
- Other miscellaneous supplies (paper, post cards, etc.)

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES ESSENTIAL FOR RECEIVING AND CONTACTING THE PUBLIC

Facilities
- Private office space
- Classroom space for group work

Equipment
- 1 coordinator's desk and chair
- 3 guest chairs
- 1 table or desk for secretary
- 2 file cabinets
- 1 bookcase
- 1 bulletin board
- 1 wastebasket
- 1 telephone
- Book and pamphlet shelves
- 1 typewriter, stand, and chair
- 1 storage cabinet

Supplies
- Business cards
- Directories

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES NECESSARY FOR EFFECTIVE PROGRAM ADMINISTRATION

Facilities

- Coordinator's office space

Equipment

- 1 coordinator's desk and chair
- 3 guest chairs
- 1 table and/or desk for secretary
- 2 file cabinets
- 1 bookcase or book shelves
- 1 bulletin board
- 1 telephone
- 1 typewriter and stand
- 1 supply storage cabinet
- 1 wastebasket
- 1 copy machine

Supplies

- Punch, stapler, and other supplies
- Forms, records, etc.

FACILITIES, MAJOR EQUIPMENT, AND SUPPLIES NECESSARY FOR A MATERIALS AND REFERENCE AREA

Facilities

- Space for a materials and reference area

Equipment

- 1 conference table with chairs
- 1 file cabinet
- 1 pamphlet and periodical display rack
- 2 bookcases
- Reverse screen projector
- Pegboards and tackboards

Supplies

- Assortment of appropriate trade publications and pamphlets
- Reference books for student use

APPENDIX C

BIBLIOGRAPHY

BIBLIOGRAPHY*

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Associated Cutlery Industries of America
511 5th Avenue
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45 Rockefeller Plaza
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80 Centre Street
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180 Madison Avenue
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What every clerk should know

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- School and business relationships
- Service station training kit
- Sporting goods
- Stockkeeping. Plus answer book
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- Tell it well to sell it well
- Tips on tips
- Toiletries manual
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Advertising and Selling
Moore Publishing Co.
9 E. 38th Street
New York 16, New York

American Fabrics
350 Fifth Avenue
New York City 1, New York

American Paint and Oil Dealer
American Paint Journal, Inc.
3613 Washington Avenue
St. Louis 8, Missouri

Apparel Arts
Esquire Building
Chicago 1, Illinois

Better Homes and Gardens
1716 Locust Street
Des Moines, Iowa

Boot and Shoe Recorder
Chilton Co.
100 E. 42nd Street
New York 17, New York

Business Week
McGraw-Hill Publishing Co., Inc.
300 W. 42nd Street
New York 18, New York

TRADE JOURNALS AND MAGAZINES (cont.)

Chain Store Age
Lebhar-Friedman Publishing Co., Inc.
185 Madison Avenue
New York 16, New York

Changing Times
The Kiplinger Magazine
1729 "H" Street, N. W.
Washington 6, D. C.

Charm
Street & Smith Publications, Inc.
122 E. 42nd Street
New York 17, New York

Consumers News Digest
Committee on Consumer Relations in Advertising, Inc.
New York, New York

Consumers Research
Washington, New Jersey

Consumers Union
15 Union Street, New York, New York

Department Store Economist
Chilton Co.
100 E. 42nd Street
New York 17, New York

Display World
Display Publishing Co.
1209 Sycamore Street
Cincinnati, Ohio

Dry Goods Journal
P. O. Box 1315
Des Moines, Iowa

Fairchild Publications
8 E. 13th Street
New York, New York

Fortune
350 Fifth Avenue
New York 1, New York

Glamour
Conde Nast Publishing Co., Inc.
420 Lexington Avenue
New York 17, New York

Good Housekeeping
Hearst's Magazine, Inc.
57th & 8th Avenue
New York 19, New York

Harper's Bazaar
Hearst's Magazine, Inc.
57th & 8th Avenue
New York 19, New York

Hat Life
1123 Broadway
New York, New York

Industrial Marketing
100 E. Ohio Street
Chicago, Illinois

Journal of Marketing
383 Madison Avenue
New York, New York

Journal of Retailing (N. Y. University)
100 Washington Square
New York 3, New York

Ladies' Home Journal
Curtis Publishing Co.
Philadelphia, Pennsylvania

Mademoiselle
Street & Smith Publications, Inc.
122 E. 42nd Street
New York 17, New York

Marketing
119 York Street
Toronto, Canada

McCall's
McCall Corporation
230 Park Avenue
New York 17, New York

Men's Apparel Reporter
Empire State Building
New York, New York

Men's Wear
8 E. 13th Street
New York, New York

National Jeweler
531 LaSalle Street
Chicago, Illinois

National Retail Dry Goods Ass'n.
100 W. 31st Street
New York, New York

Nation's Business
U. S. Chamber of Commerce
1615 "H" Street, N. W.
Washington, D. C.

Newsweek
Newsweek Building
152 W. 42nd Street
New York, New York

New York Times
229 W. 43rd Street
New York, New York

Printer's Ink
205 E. 42nd Street
New York, New York

Occupational Outlook
U. S. Printing Office
Washington, D. C.

Seventeen
Triangle Publications, Inc.
11 W. 42nd Street
New York 18, New York

TRADE JOURNALS AND MAGAZINES (cont.)

Tide
232 Madison Avenue
New York 17, New York

Time
330 W. 22nd Street
Chicago 16, Illinois

Vogue
Conde Nast Publications, Inc.
420 Lexington Avenue
New York 17, New York

Women's Wear Daily
8 E. 13th Street
New York, New York

Hardware Retailer
964 N. Piana Street
Indianapolis, Indiana

Super Market Merchandising
Super Market Publication Company
45 W. 45th Street
New York 19, New York

Consumer Reports
256 Washington Street
Mt. Vernon, New York

Super Service Station
7300 N. Aeiro Avenue
Lincolnwood
Chicago, Illinois 60646

Progressive Grocer
420 Lexington Avenue
New York 17, New York

University of Texas Manuals
D. E. Dept.
Division of Extension
Austin, Texas 78712

U. S. Government Printing Office Booklets
(on marketing, advertising, merchandising, and management)

Advertising and Selling
740 Rush Street
Chicago, Illinois 60611

American Vocational Journal
American Vocational Ass'n.
1010 Vermont Avenue
Washington 25, D. C.

Occupations
1424 16th Street, N. W.
Washington, D. C.

Sales Management
Sales Management, Inc.
386 Fourth Avenue
New York 16, New York

DECA Handbook, Local, State and National
National Headquarters
American Vocational Association
1010 Vermont Avenue
Washington 25, D. C.

Stores
National Retail Dry Goods Ass'n.
101 West 31st Street
New York, New York

FILM SOURCES

Association Films, Inc.
Broad at Elm Street
Ridgefield, New Jersey

Advertising Federation of America
330 W. 42nd Street
New York, New York

Association Films, Inc.
347 Madison Avenue
New York 17, New York

Bates Manufacturing Company
Bates Film Library
267 W. 25th Street
New York, New York

Bell Telephone System
(local office or area division)

Business Education Films
630 Ninth Avenue
New York 36, New York

Business Education Films
5113 16th Avenue
Brooklyn 4, New York
Films on selling

Bureau of Newspaper Advertising
Chicago, Illinois

Celanese Corporation of America
180 Madison Avenue
New York, New York

Chamber of Commerce of the United States
Audio Visual Services Department
1615 H Street, N. W.
Washington 6, D. C.

Coronet Instruction Films
65 E. South Water Street
Chicago, Illinois 60601

University of New York, City College
Audio Visual Center
17 Lexington Avenue
New York 10, New York

Dartnell Corporation
4660 Ravenswood Place
Chicago 6, Illinois

E. I. du Pont de Nemours & Company, Inc.
Motion Picture Distribution
Wilmington 98, Delaware

FILM SOURCES (cont.)

Eastman Kodak Company
Audio Visual Service
343 State Street
Rochester, New York

Educational Film Guide
H. W. Wilson Company
950-972 University Avenue
New York 52, New York

Encyclopedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois

General Electric Film Library Office
G. E. Major Appliance Division
Bridgeport, Connecticut

Institute of Visual Training, Inc.
40 E. 49th Street
New York, New York

Leather Industries of America, Inc.
411 Fifth Avenue
New York, New York

General Motors Corporation
Public Relations Staff, Film Library
General Motors Building
Detroit 2, Michigan

Ideal Pictures
233-239 W. 42nd Street
New York 36, New York

Life Magazine
9 Rockefeller Plaza
New York, New York

University of Illinois
Visual Aids Service
Beview Hall
Urbana, Illinois

McGraw-Hill Book Company, Inc.
Text Film Library
330 West 42nd Street
New York 36, New York

Modern Talking Picture Service, Inc.
21 W. 60th Street
New York 23, New York

Movies, U. S. A., Inc.
729 7th Avenue
New York 19, New York

National Association of Manufacturers
Film Bureau
2 E. 48th Street
New York, New York

New York State Department of Commerce
Film Library
40 Howard Street
Albany 7, New York

J. C. Penney Company
330 W. 34th Street
New York, New York

Pennsylvania State University
University Park, Pennsylvania

University of Pittsburgh
Distributive Education Department
2630 Cathedral of Learning
Pittsburgh 13, Pennsylvania

Superior Electric Company
Bristol, Connecticut

Sperry and Hutchinson Corporation
19 W. Jackson Street
Chicago, Illinois

Swanks, Inc.
Modern Department
621 N. Skinker Blvd.
St. Louis 5, Missouri

Temple University
Department of Distributive Education
Philadelphia, Pennsylvania

Tribune Films, Inc.
141 E. 44th Street
New York, New York

Twyman Films, Inc.
400 W. 1st Street
Dayton 9, Ohio

Wilding Pictures Production, Inc.
1345 Argyle Street
Chicago 40, Illinois

Wool Bureau, Inc.
The Librarian
360 Lexington Avenue
New York, New York